

***Governing Iowa's public
universities and special schools***

University of Iowa
Iowa State University
University of Northern Iowa
Iowa School for the Deaf
Iowa Braille and Sight Saving School
Lakeside Laboratory Regents Resource Center
Northwest Iowa Regents Resource Center
Southwest Iowa Regents Resource Center



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Rachael Johnson, *Sioux City*
Larry McKibben, JD, *Marshalltown*
Subhash Sahai, MD, *Webster City*

Mark J. Braun, Executive Director

January 25, 2018

Mr. Charlie Smithson
Secretary of the Senate
State Capitol Building
Des Moines, IA 50319

Ms. Carmine Boal
Chief Clerk of the House
State Capitol Building
Des Moines IA 50319

RE: Annual Reports for Affirmative Action and the
Regents Minority and Women Educators Enhancement Program

Dear Members of the Iowa General Assembly:

Pursuant to Iowa Code §§19B.5(3) and 262.93, enclosed is the Board of Regents Annual Diversity Report which includes the 2017 annual reports for Affirmative Action and the Regents Minority and Women Educators Enhancement Program.

If you have any questions or need more information, please don't hesitate to contact this office.

Sincerely,

A handwritten signature in blue ink, appearing to read "M J Braun", written over the word "Sincerely,".

Mark J. Braun

\\Box Sync\\Board of Regents Shared\\BF\\Legislative\\2018 session\\Reports\\

Attachments

cc: Robin Madison
Legislative Liaisons
Legislative Log

Contact: Andrea Anania

ANNUAL DIVERSITY REPORT

Actions Requested:

- ▶ Receive the annual reports on Affirmative Action and the Regents' Minority and Women Educators Enhancement Program; and
- ▶ Ratify the submission of these reports in accordance with Iowa Code §19B.5 and §262.93. Both reports were filed with the Iowa General Assembly by the statutory deadline of January 31.

Executive Summary: This memorandum consists of two annual reports.

- ▶ Affirmative Action:
 - ◆ Primary Occupational Activity Group Comparisons – Illustrates overall progress in the percentage of females and minority groups over the last 10 years. (pages 2-3)
 - ◆ Peer Group Comparisons – Shows data on the percentages of women and minorities in faculty ranks at the Regent universities and the average percentages of women and minorities in faculty ranks in their respective peer institution group. (page 4)
 - ◆ Funding Sources and Itemized Costs – FY 2017. (page 5)
 - ◆ Individual reports for each of the five institutions may be found on the Board's website as a link to this agenda item.
- ▶ Regents' Minority and Women Educators Enhancement Program:
 - ◆ Individual reports for each of the three universities may be found on the Board's website as a link to this agenda item.

Both annual reports are required by the Iowa Code. Due to the timing of the Board meeting, the reports were submitted to the General Assembly to meet the January 31st statutory deadline.

Background:

AFFIRMATIVE ACTION – Iowa Code §19B.5 requires that the Board and its institutions submit an annual report on affirmative action, diversity, and multicultural accomplishments to the Iowa General Assembly by January 31. The report is to include information identifying funding sources and itemized costs, including administrative costs, for these programs. The Iowa School for the Deaf and Iowa Braille and Sight Saving School do not have offices dedicated solely to affirmative action activities; therefore, cost reports are not required.

The Affirmative Action report summarizes activities of the Regent institutions during the past year to provide equal employment opportunities for administrators, faculty and staff. Individual institutional reports provide extensive detail about the types of programming and support available on each campus, and the progress made over the past year to enhance diversity.

MINORITY AND WOMEN EDUCATORS ENHANCEMENT PROGRAM – Iowa Code §262.82 requires the Board of Regents to establish a program to recruit women and minority educators to faculty positions at the Regent universities and to file an annual report of these activities.

Affirmative Action – Primary Occupational Activity Group Comparisons

The tables below provide five- and ten-year comparisons by Primary Occupational Activity (POA) group. The statistics are prepared from workforce data compiled for all regular, full-time and part-time employees working 50% or more using federal guidelines prescribed by the Office of Federal Contract Compliance Programs.

It is important to note other reports may use different data sources, time periods, and definitions; thus, prudence should be used when comparing data in this report to data in other workforce-related reports. As an example, this report includes deans, directors, and departmental executive officers who hold faculty rank in the POA group for Executive, Administrative and Managerial Staff. Other reports may include these individuals in the faculty category.

In the last 10 years, overall progress in the percentage of females and/or minorities to total employees in each POA group has been shown in the areas highlighted blue in the tables below:

ANNUAL AFFIRMATIVE ACTION REPORT COMPARISONS															
UNIVERSITY OF IOWA															
Primary Occupational Activity Group	September 30, 2007*					October 31, 2012					October 31, 2017				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial Staff	351	130	37.0%	25	7.1%	353	132	37.4%	18	5.1%	380	179	47.1%	36	9.5%
Tenured and Tenure Track Faculty	1,485	432	29.1%	254	17.1%	1,474	491	33.3%	292	19.8%	1,370	448	32.7%	299	21.8%
Non-Tenure Track Faculty	655	312	47.6%	83	12.7%	895	436	48.7%	180	20.1%	1,257	642	51.1%	271	21.6%
Professional and Scientific Staff	7,165	5,064	70.7%	476	6.6%	8,257	5,879	71.2%	635	7.7%	10,576	7,621	72.1%	966	9.1%
Secretarial and Clerical Staff	2,588	2,207	85.3%	104	4.0%	2,017	1,705	84.5%	98	4.9%	1,468	1,196	81.5%	109	7.4%
Technical and Paraprofessional Staff	444	284	64.0%	24	5.4%	634	471	74.3%	57	9.0%	828	644	77.8%	107	12.9%
Skilled Crafts Staff	403	33	8.2%	21	5.2%	366	23	6.3%	19	5.2%	355	19	5.4%	15	4.2%
Service and Maintenance Staff	1,902	1,046	55.0%	242	12.7%	1,798	951	52.9%	320	17.8%	2,125	1,170	55.1%	545	25.6%
Total	14,993	9,508	63.4%	1,229	8.2%	15,794	10,088	63.9%	1,619	10.3%	18,359	11,919	64.9%	2,348	12.8%
IOWA STATE UNIVERSITY															
Primary Occupational Activity Group	September 30, 2007*					October 31, 2012					October 31, 2017				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial Staff	346	124	35.8%	31	9.0%	376	153	40.7%	27	7.2%	467	209	44.8%	50	10.7%
Tenured and Tenure Track Faculty	1,195	349	29.2%	244	20.4%	1,225	381	31.1%	283	23.1%	1,257	413	32.9%	353	28.1%
Non-Tenure Track Faculty	411	212	51.6%	56	13.6%	565	320	56.6%	87	15.4%	600	341	56.8%	103	17.2%
Professional and Scientific Staff	2,014	952	47.3%	218	10.8%	2,113	1,069	50.6%	238	11.3%	2,778	1,420	51.1%	540	19.4%
Secretarial and Clerical Staff	1,085	986	90.9%	36	3.3%	892	796	89.2%	34	3.8%	790	684	86.6%	44	5.6%
Technical and Paraprofessional Staff	163	97	59.5%	5	3.1%	132	88	66.7%	6	4.5%	131	97	74.0%	7	5.3%
Skilled Crafts Staff	282	12	4.3%	4	1.4%	271	13	4.8%	4	1.5%	259	9	3.5%	8	3.1%
Service and Maintenance Staff	563	298	52.9%	44	7.8%	578	282	48.8%	56	9.7%	564	268	47.5%	63	11.2%
Total	6,059	3,030	50.0%	638	10.5%	6,152	3,102	50.4%	735	11.9%	6,846	3,441	50.3%	1,168	17.1%
UNIVERSITY OF NORTHERN IOWA															
Primary Occupational Activity Group	September 30, 2007*					October 31, 2012					October 31, 2017				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial Staff	103	37	35.9%	6	5.8%	95	41	43.2%	8	8.4%	100	49	49.0%	11	11.0%
Tenured and Tenure Track Faculty	534	222	41.6%	61	11.4%	516	225	43.6%	77	14.9%	471	216	45.9%	76	16.1%
Non-Tenure Track Faculty	39	25	64.1%	3	7.7%	36	24	66.7%	2	5.6%	54	34	63.0%	4	7.4%
Professional and Scientific Staff	540	284	52.6%	43	8.0%	592	344	58.1%	56	9.5%	636	366	57.5%	66	10.4%
Secretarial and Clerical Staff	275	265	96.4%	13	4.7%	249	244	98.0%	11	4.4%	222	216	97.3%	13	5.9%
Technical and Paraprofessional Staff	31	9	29.0%	5	16.1%	20	5	25.0%	3	15.0%	19	4	21.1%	2	10.5%
Skilled Crafts Staff	60	5	8.3%	2	3.3%	56	4	7.1%	2	3.6%	60	3	5.0%	3	5.0%
Service and Maintenance Staff	242	132	54.5%	31	12.8%	224	115	51.3%	28	12.5%	205	97	47.3%	25	12.2%
Total	1,824	979	53.7%	164	9.0%	1,788	1,002	56.0%	187	10.5%	1,767	985	55.7%	200	11.3%

* Note: The annual snapshot date changed from September 30 to October 31 in 2010.

Continued on the following page.

IOWA SCHOOL FOR THE DEAF															
Primary Occupational Activity Group	September 30, 2007*					October 31, 2012					October 31, 2017				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial Staff	4	1	25.0%	0	0.0%	3	0	0.0%	0	0.0%	5	1	20.0%	0	0.0%
Tenured and Tenure Track Faculty	0	0	0.0%	0	0.0%	0	0	0.0%	0	0.0%	0	0	0.0%	0	0.0%
Non-Tenure Track Faculty	43	37	86.0%	0	0.0%	34	33	97.1%	0	0.0%	35	30	85.7%	1	2.9%
Professional and Scientific Staff	36	27	75.0%	0	0.0%	34	23	67.6%	1	2.9%	41	30	73.2%	1	2.4%
Secretarial and Clerical Staff	5	5	100.0%	1	20.0%	4	4	100.0%	1	25.0%	5	5	100.0%	0	0.0%
Technical and Paraprofessional Staff	23	21	91.3%	3	13.0%	24	20	83.3%	1	4.2%	22	16	72.7%	1	4.5%
Skilled Crafts Staff	6	0	0.0%	0	0.0%	6	0	0.0%	0	0.0%	5	0	0.0%	0	0.0%
Service and Maintenance Staff	20	9	45.0%	4	20.0%	16	10	62.5%	2	12.5%	13	7	53.8%	1	7.7%
Total	137	100	73.0%	8	5.8%	121	90	74.4%	5	4.1%	126	89	70.6%	4	3.2%

IOWA BRAILLE AND SIGHT SAVING SCHOOL															
Primary Occupational Activity Group	September 30, 2007*					October 31, 2012					October 31, 2017				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial Staff	6	4	66.7%	0	0.0%	5	2	40.0%	0	0.0%	3	2	66.7%	0	0.0%
Tenured and Tenure Track Faculty	0	0	0.0%	0	0.0%	0	0	0.0%	0	0.0%	0	0	0.0%	0	0.0%
Non-Tenure Track Faculty	28	19	67.9%	0	0.0%	50	41	82.0%	0	0.0%	52	43	82.7%	0	0.0%
Professional and Scientific Staff	7	6	85.7%	0	0.0%	3	3	100.0%	0	0.0%	3	2	66.7%	0	0.0%
Secretarial and Clerical Staff	3	3	100.0%	0	0.0%	4	4	100.0%	0	0.0%	4	4	100.0%	0	0.0%
Technical and Paraprofessional Staff	20	18	90.0%	0	0.0%	1	0	0.0%	0	0.0%	1	0	0.0%	0	0.0%
Skilled Crafts Staff	0	0	0.0%	0	0.0%	0	0	0.0%	0	0.0%	0	0	0.0%	0	0.0%
Service and Maintenance Staff	17	6	35.3%	1	5.9%	10	4	40.0%	1	10.0%	9	4	44.4%	0	0.0%
Total	81	56	69.1%	1	1.2%	73	54	74.0%	1	1.4%	72	55	76.4%	0	0.0%

TOTAL REGENT INSTITUTIONS															
Primary Occupational Activity Group	September 30, 2007*					October 31, 2012					October 31, 2017				
	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total	Total Workforce	Female	% of Total	Minority	% of Total
Executive / Administrative / Managerial Staff	810	296	36.5%	62	7.7%	832	328	39.4%	53	6.4%	955	440	46.1%	97	10.2%
Tenured and Tenure Track Faculty	3,214	1,003	31.2%	559	17.4%	3,215	1,097	34.1%	652	20.3%	3,098	1,077	34.8%	728	23.5%
Non-Tenure Track Faculty	1,176	605	51.4%	142	12.1%	1,580	854	54.1%	269	17.0%	1,998	1,090	54.6%	379	19.0%
Professional and Scientific Staff	9,762	6,333	64.9%	737	7.5%	10,999	7,318	66.5%	930	8.5%	14,034	9,439	67.3%	1,573	11.2%
Secretarial and Clerical Staff	3,956	3,466	87.6%	154	3.9%	3,166	2,753	87.0%	144	4.5%	2,489	2,105	84.6%	166	6.7%
Technical and Paraprofessional Staff	681	429	63.0%	37	5.4%	811	584	72.0%	67	8.3%	1,001	761	76.0%	117	11.7%
Skilled Crafts Staff	751	50	6.7%	27	3.6%	699	40	5.7%	25	3.6%	679	31	4.6%	26	3.8%
Service and Maintenance Staff	2,744	1,491	54.3%	322	11.7%	2,626	1,362	51.9%	407	15.5%	2,916	1,546	53.0%	634	21.7%
Total	23,094	13,673	59.2%	2,040	8.8%	23,928	14,336	59.9%	2,547	10.6%	27,170	16,489	60.7%	3,720	13.7%

* Note: The annual snapshot date changed from September 30 to October 31 in 2010.

Affirmative Action – Peer Group Comparisons

Affirmative action efforts put forth by the Regent universities are geared toward meeting or exceeding goals set for occupational categories based upon the availability for each job group within specific geographic areas. Availability in recruitment pools is a major factor in affirmative action.

Recruitment for faculty is on a national or even international basis. In the past, the Board has asked how peer group institutions compare to the Regent universities. Comparison data on the percentages of women and minorities in the faculty ranks at peer institutions is provided below.

This data originates from the Integrated Post-Secondary Data System (IPEDS) and reflects only full-time faculty for Fall 2016; data provided on pages 2-3 reflects faculty with appointments 50% and greater in Fall 2017. Workforce data as portrayed in the tables on pages 2-3 are not available for peer institutions.

Full-Time Tenured and Tenure Track - Fall 2016		
	Percent Female	Percent Minority
University of Iowa	32.1%	19.3%
Peer Group Average	34.3%	22.5%
Iowa State University	32.0%	23.6%
Peer Group Average	32.9%	23.0%
University of Northern Iowa	45.7%	17.1%
Peer Group Average	41.8%	20.3%

Affirmative Action – Funding Sources and Itemized Costs

AFFIRMATIVE ACTION REVENUES AND EXPENDITURES - FY 2017				
	SUI Office of Equal Opportunity and Diversity	ISU Office of Equal Opportunity and Diversity	UNI Office of Compliance and Equity Management*	Total
REVENUES				
State Appropriations				
General Fund	\$519,869	\$225,118	\$58,584	\$803,571
Other	0	0	0	0
State Appropriations - Subtotal	\$519,869	\$225,118	\$58,584	\$803,571
Other Revenues				
Federal Support	0	0	0	0
Interest	0	0	0	0
Tuition and Fees	0	0	0	0
Reimbursed Indirect Costs	0	0	0	0
Sales and Services	0	0	0	0
Other Income	0	0	0	0
Other Revenues - Subtotal	\$0	\$0	\$0	\$0
Total Revenues	\$519,869	\$225,118	\$58,584	\$803,571
EXPENDITURES				
Salaries				
Faculty and Institutional Officers Salaries	\$0	\$0	\$0	\$0
Professional and Scientific Staff Salaries	493,275	219,133	34,027	746,435
General Service Staff Salaries	6,331	0	0	6,331
Hourly Wages	2,277	0	7,463	9,740
Labor in Transfers	0	0	0	0
Vacancy Factor	0	0	6,921	6,921
Salaries - Subtotal	\$501,883	\$219,133	\$48,411	\$769,427
Other				
Professional and Scientific Staff Supplies	\$17,986	\$5,985	\$10,173	\$34,144
Library Acquisitions	0	0	0	0
Rentals	0	0	0	0
Utilities	0	0	0	0
Building Repairs	0	0	0	0
Auditor of State Reimbursement	0	0	0	0
Aid to Individuals	0	0	0	0
Other - Subtotal	\$17,986	\$5,985	\$10,173	\$34,144
Total Expenditures	\$519,869	\$225,118	\$58,584	\$803,571

* Please note that for the FY18 report, the three institutions began using a common approach. UNIs report in previous years reflected the entire budget of the Office of Compliance and Equity Management which included costs not associated with affirmative action and equal opportunity employment.



REPORT TO THE BOARD OF REGENTS STATE OF IOWA

Annual Equal Employment Opportunity and Affirmative Action Workforce Report November 2017

Submitted by

Lena Hill
Interim Chief Diversity Officer and Associate Vice President

Chief Diversity Office
111 Jessup Hall
(319) 335-3565

TABLE OF CONTENTS

I.	Introduction	1
II.	Overview: Highlights of Employment Activity.....	2
III.	Equal Employment Opportunity and Selected Diversity Initiatives at the University of Iowa.....	4
	A. The Chief Diversity Office.....	4
	B. The Office of Equal Opportunity and Diversity	4
	C. Harassment Prevention Education.....	5
	D. National Coalition Building Institute (NCBI)	6
	E. The Diversity Catalyst Award	7
	F. Recruitment Ambassadors Program	8
	G. Faculty Diversity Opportunity Program (FDOP)	8
	H. Staff Diversity Opportunity Program (SDOP)	8
IV.	One-Year Comparison of Major Workforce Categories: 2016 - 2017.....	9
	A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/ Ethnicity.....	9
	B. Faculty and Staff by Disability and Veteran Status	14
	C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity	15
	D. Tenured/Tenure Track Faculty Promotion and Tenure Rates by Sex and Minority Status	16
	E. Clinical Track Faculty by Sex and Race/Ethnicity	17
	F. Research Track Faculty by Sex and Race/Ethnicity	19
V.	Annual Hiring Goals: 2016-17 and 2017-18.....	22
	A. How Hiring Goals are Determined.....	22
	B. Hiring Goals for the 2016-17 Data Year	22
	C. Hiring Goals for the 2017-18 Data Year	25
VI.	Five-Year Comparison of Major Workforce Categories: 2012 - 2017	26
	A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/ Ethnicity.....	26
	B. Faculty and Staff by Disability and Veteran Status	30
	C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity	31
	D. Clinical Track Faculty by Sex and Race/Ethnicity	32
	E. Research Track Faculty by Sex and Race/Ethnicity	33
VII.	Ten-Year Comparison of Major Workforce Categories: 2007 - 2017	36
	A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/ Ethnicity.....	36
	B. Faculty and Staff by Disability and Veteran Status	39
	C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity	41
	D. Clinical Track Faculty by Sex and Race/Ethnicity	42
VIII.	Five-Year and Ten-Year Comparison Summary	44

Annual Equal Employment Opportunity and Affirmative Action Workforce Report November 2017

I. INTRODUCTION

The purpose of the University of Iowa's Affirmative Action Program is to reaffirm and ensure that the principle of equality of opportunity for all persons is applied to the recruitment, appointment, and promotion of persons in all employment classifications.

The 2017 *Annual Equal Employment Opportunity and Affirmative Action Workforce Report* presents highlights of employment activity at the university. The statistical information in this report is prepared from workforce data compiled according to Board of Regents guidelines, i.e., it includes all regular full-time and part-time employees working 50 percent time or more on the annual snapshot date.¹ Changes and activities are reported for Primary Occupational Activity groups (a grouping of several job classifications similar in content, salary, and opportunity), tenured/tenure track faculty, clinical track faculty, research track faculty, women, racial/ethnic minorities, individuals who have disabilities, and veterans.

This report also uses federal guidelines prescribed by the Office of Federal Contract Compliance Programs. It is important to note that other university reports may use different data sources and definitions; thus, prudence should be used when comparing the data in this report to data in other workforce-related reports, such as the Integrated Postsecondary Educational Data System (IPEDS) Human Resources Survey and reports produced by other university offices.²

¹ In 2010, the annual snapshot date changed to November 1; in prior years, the snapshot date was October 1.

² As an example, this report includes deans, directors and departmental executive officers who hold faculty rank among Executive, Administrative, and Managerial Staff, whereas in some workforce-related reports produced by the Office of the Provost these individuals may be included among the faculty.

II. OVERVIEW: HIGHLIGHTS OF EMPLOYMENT ACTIVITY

- **One-Year Comparison of Workforce Categories.** From November 1, 2016 to November 1, 2017, the University of Iowa workforce increased by 510 individuals (2.9%), from 17,849 to 18,359.
 - The faculty and staff increased by 427 women (3.7%).
 - Racial/ethnic minority representation increased by 155 individuals (7.1%).
 - There was a decrease of 9 tenured/tenure track faculty (0.7%).
 - The number of women faculty members tenure track faculty increased by 3 (0.7%), increasing representation from 32.3% to 32.7%.
 - The number of minority faculty members on the tenure track increased by 10 (3.5%), increasing representation from 21.0% to 21.8%.
 - Female representation among executive, administrative, and managerial staff increased by 11 (6.5%), from 44.8% in 2016 to 47.1% in 2017.
 - The number of racial/ethnic minorities among executive, administrative, and managerial staff increased by 7 (24.1%), increasing representation from 7.7% to 9.5%.
 - Minority representation among professional and scientific staff increased by 63 individuals (7.0%), increasing representation from 8.9% to 9.1%.
 - During the 2016-17 data year, the university hired or promoted 2,050 women and 488 racial/ethnic minorities. Despite this level of hiring, varied degrees of underrepresentation of women and minorities remain in individual job groups within the majority of the Primary Occupational Activity (POA) groups. With all job groups aggregated, the university is currently underrepresented by 400 women (2.2%) and by 308 minorities (1.7%).³
 - There was a net decrease of 4 individuals (3.1%) who self-reported having disabilities.
 - There were decreases in the numbers of disabled veterans (2 individuals or 5.3%) and Active Duty Wartime or Campaign Badge veterans (24 individuals or 5.5%). The number of Armed Forces Service Medal veterans increased (6 individuals or 6.7%), and there was no change in the number of recently separated veterans (5 individuals).

³ Underrepresentation is defined as having fewer women or minorities in a particular job group or department than would reasonably be expected by their availability. For more information on the determination of underrepresentation, see Section V of this report.

- **Five-Year Comparison of Workforce Categories.** From November 1, 2012 to November 1, 2017, the University of Iowa workforce increased by 2,565 individuals (16.2%), from 15,794 to 18,359.
 - The faculty and staff increased by 1,831 women (18.2%).
 - Racial/ethnic minority representation increased by 729 individuals (45.0%).
 - There was a net decrease of 104 tenured/tenure track faculty (7.1%). The number of female tenure track faculty decreased by 43 (8.8%), while the number of minority faculty increased by 7 (2.4%).
 - The number of employees who self-reported having disabilities increased by 30 (32.3%); this increase is likely attributable in part to a re-survey of the workforce in Fall 2016.
 - There were increases in the numbers of employees who self-identified as disabled veterans (3 individuals or 9.1%) and Armed Forces Service Medal veterans (25 individuals or 35.2%). The number of Active Duty Wartime/Campaign Badge veterans decreased by 108 (20.8%), and the number of recently separated veterans decreased by 6 (54.5%).

- **Ten-Year Comparison of Workforce Categories.** From October 1, 2007 to November 1, 2017, the University of Iowa workforce increased by 3,366 individuals (22.5%), from 14,993 to 18,359.
 - The faculty and staff increased by 2,411 women (25.4%).
 - Racial/ethnic minority representation increased by 1,119 individuals (91.0%).
 - There was a net decrease of 115 tenured/tenure track faculty (7.7%). The number of female tenure track faculty increased by 16 (3.7%), and minority representation increased by 45 (17.7%).
 - There was an increase of 43 individuals (53.8%) who self-reported having disabilities; this increase is likely attributable in part to a re-survey of the workforce in Fall 2016.
 - The number of self-identified disabled veterans increased by 15 (71.4%), and the number of Active Duty Wartime/Campaign Badge veterans increased by 84 (25.7%).

III. EQUAL EMPLOYMENT OPPORTUNITY AND SELECTED DIVERSITY INITIATIVES AT THE UNIVERSITY OF IOWA

A. The Chief Diversity Office

The University of Iowa continues its efforts to promote equal employment opportunity and affirmative action at the institution. The university encourages each department to recruit, appoint, and promote persons who meet its high standards of excellence and who contribute to the university's affirmative action mission.

The chief diversity officer and associate vice president (CDO), a position named in 2010, leads and coordinates the university's efforts to recruit and retain a diverse and inclusive academic community of faculty, staff, and students by initiating and implementing policies, initiatives, and programs in the areas of institutional diversity, equal opportunity, affirmative action, and human and civil rights. The CDO provides leadership and administrative oversight to the Office of Equal Opportunity and Diversity and the Center for Diversity and Enrichment. Additional duties include representing the Office of the President on matters related to diversity within the university and the broader Iowa community, providing campus-wide leadership regarding the importance of diversity to the educational mission of a public research university, and advising the executive vice president and provost on academic matters related to issues of diversity.

B. The Office of Equal Opportunity and Diversity

The Office of Equal Opportunity and Diversity (EOD) reports to the chief diversity officer and associate vice president and is charged with the day-to-day implementation of affirmative action policies. The office supports the university by providing all members of the community with expert advice, education, and services which ensure the university's compliance with all applicable federal, state, and university equal opportunity, affirmative action, nondiscrimination, and civil rights laws, regulations, and policies. In addition, the office provides leadership and resources to support the university in advancing the core values and priorities of inclusion.

In connection with its compliance responsibilities, the Office of Equal Opportunity and Diversity is actively involved in reviewing the recruitment and hiring process for all faculty positions and for all Professional and Scientific staff positions (50% time or greater for a duration of one year or more). Throughout the review process, the staff evaluates recruitment plans; conducts pre-interview audits to ensure that qualified women and minority candidates, as well as candidates protected against discrimination based on their age, disability, or veteran status, are fairly considered; and reviews the process used to select final candidates. Where underrepresentation of women and/or minorities exists, the office works with search committees to ensure steps are taken to increase the number of women and minorities in the applicant pool, thereby increasing the likelihood of hires of qualified women and minorities.

C. Harassment Prevention Education

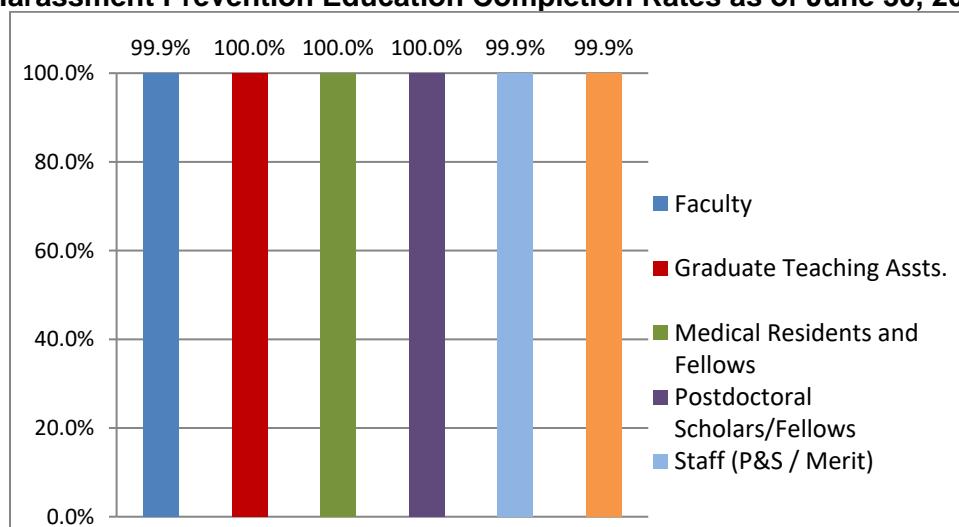
In response to university reports⁴ indicating a continuing need to improve the campus climate at the University of Iowa, then President David Skorton mandated in 2006 that all academic and administrative officers and teaching assistants receive education on the Policy on Sexual Harassment, and that all teaching assistants additionally receive education on the Policy on Consensual Relationships Involving Students. In August 2008, then President Sally Mason expanded the mandate for sexual harassment prevention education and charged the Office of the Provost with monitoring and oversight of the expectation that the following employees complete sexual harassment prevention education:

- Regular faculty (except adjunct faculty, postdoctoral researchers, and postdoctoral associates) with appointments of at least 50% time
- All regular staff with appointments of at least 50% time
- Medical residents and fellows with appointments of at least 50% time
- Graduate student teaching assistants and undergraduate student University Housing resident assistants

In addition to instructor-led courses, an online anti-harassment course, *Preventing Harassment on Campus* by Navex Global Compliance, is available to faculty and staff from the university's Employee Self Service website. Deans, directors, departmental administrative officers, and human resources representatives across campus are instrumental in ensuring that covered employees complete the mandated education.

During Fiscal Year 2017, a total of 6,846 individuals completed one of the approved harassment prevention courses; of these, 65 percent completed an online training and 35 percent attended in-person training. As of June 30, 2017, over 99.9 percent of current covered employees were compliant with the mandate for periodic training on harassment prevention.

Figure 1
Harassment Prevention Education Completion Rates as of June 30, 2017



⁴ *Campus Climate Committee Report* (2003) and the *Sexual Harassment and Unwelcome Behavior at The University of Iowa* report (2006).

In January 2011, the university implemented its revised Policy on Sexual Harassment. Detailed training was provided in the fall semester of 2010 to the human resources unit representatives on the substantive changes to the policy. Specialized training on the new response protocol for requests to resolve complaints informally was provided to the senior human resources leadership council representatives and to designated associate deans for faculty in December 2010 and January 2011.

In May 2011, a new *Guide to the Administration of the University's Policy on Sexual Harassment* was prepared and released to campus. Electronic and/or paper copies of the guidance were provided to the human resources unit representatives, senior human resources leadership council representatives, and designated associate deans for faculty. The guidance document is also posted on the EOD departmental website.

Students, staff, and faculty are notified annually of the following university policies via email each September:

- Policy on Sexual Harassment
- Policy on Sexual Misconduct, Dating/Domestic Violence, or Stalking Involving Students
- Policy on Human Rights
- Anti-Harassment Policy
- Policy on Consensual Relationships Involving Students
- Policy on Violence
- Anti-Retaliation Policy
- Nondiscrimination Statement
- Accessibility Statement

D. National Coalition Building Institute (NCBI)

The University of Iowa (UI) is an affiliate of NCBI, an international non-profit leadership development network dedicated to the elimination of racism and other forms of oppression. Rooted in an understanding of individual, community, and systemic change, NCBI works to further cultural competence, collaboration, partnerships, and effective relationships within and across group identities. Through the Chief Diversity Office, 120 faculty, staff, and students have completed a three-day Train-the-Trainer workshop to gain skills for coalition building, prejudice reduction, conflict resolution, and educational outreach. This team offers workshops, including *Leadership for Equity and Inclusion* (full day), *Conflict and Controversial Issues* (half day), and *The Art of Building Effective Relationships Across Group Lines* (half day). During academic year 2016-17, 409 faculty, staff, students, and community members attended these workshops, providing overwhelmingly positive feedback through workshop evaluations.

E. The Diversity Catalyst Award

The Office of Equal Opportunity and Diversity has recognized distinctive and innovative contributions to diversity within the campus community since 1999. The annual Diversity Catalyst Award honors creative initiatives by faculty, staff, programs, departments, students, or student organizations to promote the development of an inclusive, diverse campus community. The criteria for the award are that 1) the nominee has developed an innovative program, policy, or activity to enhance diversity within the university; 2) the nominee's contributions have had a positive effect on building respect for diversity within the university community; or 3) the contribution is distinctive, above and beyond routine efforts. A monetary award is made to the selected recipients through the generous support of colleges and departments throughout the university.

The 18th annual Diversity Catalyst Award reception was held on March 27, 2017. The 2017 Diversity Catalyst Award recipients were:

- Student Award: Dawson Davenport, Co-President of the Native American Student Association, College of Liberal Arts and Sciences
- Faculty/Staff Award: Gabby Blanchard, Police Officer, UI Public Safety
- Faculty/Staff Award: Amy Lee, Ph.D., Assistant Dean for Research and Professor, Molecular Physiology and Biophysics, Carver College of Medicine
- Faculty/Staff Award: Denise Martinez, M.D., Assistant Dean for Cultural Affairs and Diversity Initiatives, Carver College of Medicine
- Faculty/Staff Award: Kirk Corey, Ph.D., and Todd M. Weissenberger, Information Technology Services

Dr. Tom Rocklin, then Vice President of Student Life, delivered the keynote address. The Diversity Catalyst Award Reception was held in conjunction with the Erroll B. Davis, Jr. / Alliant Energy Awards. The event was supported by the Chief Diversity Office, the Office of Equal Opportunity and Diversity, and the University of Iowa Staff Council.

The Diversity Catalyst Seed Grant program was designed to support the Diversity Catalyst Award. Targeted toward creative projects with potential to impact the diversity goals of the university's strategic plan, the program provides seed grants of up to \$1,000 for start-up projects, programs with potential sustainability, or short-term projects that demonstrate significance and impact. The grants support projects that advance cross-cultural understanding; strengthen positive inter-group relations; and promote more welcoming learning, living, and working environments. Activities are encouraged that cross curricular, co-curricular, and/or extra-curricular domains.

The recipients of the 2017 Diversity Catalyst Award Seed Grants were "The Future of Black Iowa," submitted by Adrien Wing of the College of Law and the UI Black Law Students Association, and "Unified Ulowa LGBT Health Initiative," submitted by Lauren Pass on behalf of the LGBT Advocates for Public Health Equity.

F. Recruitment Ambassadors Program

The Recruitment Ambassadors Program, jointly sponsored by University Human Resources and the Office of Equal Opportunity and Diversity, supports the university's strategic goals for increasing the diversity of the faculty and staff. Recruitment ambassadors are current or former faculty and staff members who volunteer to help recruit diverse prospective employees. The program is designed to be a valuable part of the search process that ensures that talented and diverse candidates who visit our campus and community acquire a broad knowledge of all the area has to offer.

G. Faculty Diversity Opportunity Program (FDOP)

In 1999, the Office of the Provost established a program to aid collegiate efforts to recruit and retain faculty from underrepresented communities, with an emphasis on recruiting faculty of color. This program, now called the Faculty Diversity Opportunity Program, has been an important tool for reaching the university's diversity goals and thereby enhancing the excellence of the University of Iowa. The program is administered by the chief diversity officer and associate vice president (CDO), who works with collegiate deans to identify potential faculty hires who would add to the diversity of the UI faculty. Mentoring and retention follow-up plans remain critical components of FDOP funding requests. The CDO, working in close collaboration with the associate provost for faculty, collegiate deans, and others, coordinates a central effort to recruit and retain minority faculty.

For fiscal year 2017, the Office of the Provost budgeted FDOP funds totaling \$2,050,598 for partial salaries and other resources supporting 30 faculty members. These positions are in the University Library and the Colleges of Education, Engineering, Law, Liberal Arts and Sciences, Nursing, Pharmacy, and Public Health. Since 1999, FDOP has been used to support 143 diversity hires to the UI campus. When appropriate, FDOP funding has been successfully used to support the research of post-doctoral fellows as a means of increasing the pipeline to the professorate. The Faculty Diversity Opportunity Program has proven to be an important incentive to colleges and departments to identify and recruit faculty from underrepresented communities and has contributed significantly to the increased representation of faculty from underrepresented communities in the eighteen-year period ending 2017.

H. Staff Diversity Opportunity Program (SDOP)

Reflecting best practices identified from the Faculty Diversity Opportunity Program, the Staff Diversity Opportunity Program promotes employment of minorities and women in Professional and Scientific (P&S) staff classifications exhibiting underrepresentation. Administered through University Human Resources, SDOP allows opportunity for the development of talent through apprenticeships, internships, pipeline positions, and other hires that enable the university to bring on board high potential, diverse candidates who do not fill a specific, immediate need, as well as for development opportunities to increase the new employee's skill, knowledge, abilities, and likelihood of a successful candidacy for future P&S vacancies. During FY 2017, the salaries of three P&S staff members were supported by SDOP funding.

IV. ONE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES: 2016 - 2017

A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity, 2016 – 2017

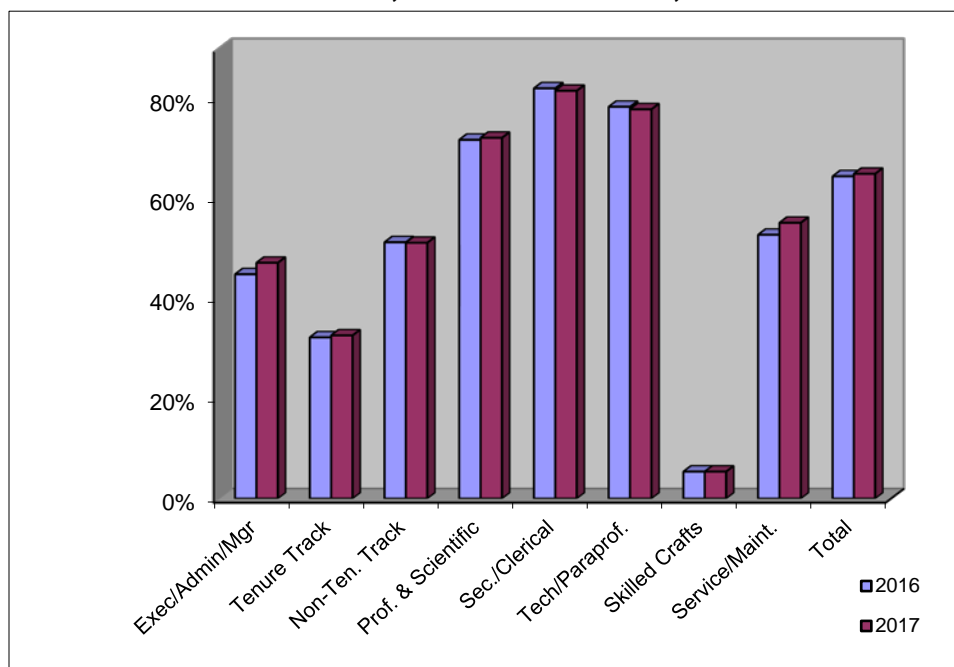
Overall Changes. The University of Iowa workforce increased by 510 employees (2.9 percent) during the 2016-17 data year, from 17,849 to 18,359. For analytical purposes, job titles have been categorized into Primary Occupational Activity (POA) groups based on job content, salary, and opportunities. The POA group with the greatest proportional increase was Non-Tenure Track Faculty, and the largest net increase was in Professional and Scientific Staff. The largest proportional and net decrease occurred among Secretarial and Clerical Staff.

Sex. The number of women in the workforce increased by 427 (3.7 percent). The largest proportional increases were in Executive, Administrative, and Managerial Staff (6.5 percent) and Non-Tenure Track Faculty (6.5 percent), and the largest net increase was in Professional and Scientific Staff. The largest proportional and net decrease was in Secretarial and Clerical Staff.

Table I
Faculty and Staff by Primary Occupational Activity Group and Sex
November 1, 2016 – November 1, 2017

Primary Occupational Activity Group	2016		2017		Net Change	
	Total	Women	Total	Women	Total	Women
1 Executive, Administrative, & Managerial Staff	375	168 44.8 %	380	179 47.1 %	+ 5 + 1.3 %	+ 11 + 6.5 %
2 Tenured/Tenure Track Faculty	1,379	445 32.3 %	1,370	448 32.7 %	- 9 - 0.7 %	+ 3 + 0.7 %
3 Non-Tenure Track Faculty	1,177	603 51.2 %	1,257	642 51.1 %	+ 80 + 6.8 %	+ 39 + 6.5 %
4 Professional & Scientific Staff	10,095	7,237 71.7 %	10,576	7,621 72.1 %	+ 481 + 4.8 %	+ 384 + 5.3 %
5 Secretarial and Clerical Staff	1,569	1,286 82.0 %	1,468	1,196 81.5 %	- 101 - 6.4 %	- 90 - 7.0 %
6 Technical and Paraprofessional Staff	807	632 78.3 %	828	644 77.8 %	+ 21 + 2.6 %	+ 12 + 1.9 %
7 Skilled Crafts Staff	355	19 5.4 %	355	19 5.4 %	0	0
8 Service and Maintenance Staff	2,092	1,102 52.7 %	2,125	1,170 55.1 %	+ 33 + 1.6 %	+ 68 + 6.2 %
Total	17,849	11,492 64.4 %	18,359	11,919 64.9 %	+ 510 + 2.9 %	+ 427 + 3.7 %

Figure 2
Female Faculty and Staff by Primary Occupational Activity Group
November 1, 2016 – November 1, 2017



Race/Ethnicity. Race/ethnicity may be self-reported by employees to the university at the time of application and/or appointment and may be updated and/or corrected by the employee at any time.

The total number of racial/ethnic minorities increased by 155 (7.1 percent) from 2016 to 2017. The largest proportional increase was in Executive, Administrative, and Managerial Staff, and the largest net increase was in Professional and Scientific Staff. The largest proportional and net decrease occurred among Skilled Crafts Staff. There were increases in the total numbers of employees in most of the racial/ethnic categories. Changes in the racial/ethnic composition of the University of Iowa's workforce over the past year are detailed in the table and charts on the following pages.

Table II
Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity
November 1, 2016 – November 1, 2017

Primary Occupational Activity Group	2016							2017							Net Change						
	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races
1 Executive, Admin., & Managerial Staff	375	29 7.7%	7 1.9%	11 2.9%	5 1.3%	2 0.5%	4 1.1%	380	36 9.5%	13 3.4%	12 3.2%	6 1.6%	3 0.8%	2 0.5%	+5 +1.3%	+7 +24.1%	+6 +85.7%	+1 +9.1%	+1 +20.0%	+1 +50.0%	-2 -50.0%
2 Tenured/ Tenure Track Faculty	1,379	289 21.0%	191 13.9%	28 2.0%	58 4.2%	4 0.3%	8 0.6%	1,370	299 21.8%	198 14.5%	29 2.1%	62 4.5%	2 0.1%	8 0.6%	-9 -0.7%	+10 +3.5%	+7 +3.7%	+1 +3.6%	+4 +6.9%	-2 -50.0%	0
3 Non-Tenure Track Faculty	1,177	253 21.5%	163 13.8%	25 2.1%	56 4.8%	3 0.3%	6 0.5%	1,257	271 21.6%	181 14.4%	21 1.7%	60 4.8%	4 0.3%	5 0.4%	+80 +6.8%	+18 +7.1%	+18 +11.0%	-4 -16.0%	+4 +7.1%	+1 +33.3%	-1 -16.7%
4 Professional & Scientific Staff	10,095	903 8.9%	436 4.3%	161 1.6%	240 2.4%	16 0.2%	50 0.5%	10,576	966 9.1%	460 4.3%	173 1.6%	256 2.4%	18 0.2%	59 0.6%	+481 +4.8%	+63 +7.0%	+24 +5.5%	+12 +7.5%	+16 +6.7%	+2 +12.5%	+9 +18.0%
5 Secretarial & Clerical Staff	1,569	110 7.0%	25 1.6%	41 2.6%	35 2.2%	4 0.3%	5 0.3%	1,468	109 7.4%	25 1.7%	41 2.8%	35 2.4%	5 0.3%	3 0.2%	-101 -6.4%	-1 -0.9%	0	0	0	+1 +25.0%	-2 -40.0%
6 Technical & Paraprofessional Staff	807	104 12.9%	25 3.1%	25 3.1%	45 5.6%	4 0.5%	5 0.6%	828	107 12.9%	27 3.3%	25 3.0%	44 5.3%	5 0.6%	6 0.7%	+21 +2.6%	+3 +2.9%	+2 +8.0%	0	-1 -2.2%	+1 +25.0%	+1 +20.0%
7 Skilled Crafts Staff	355	18 5.1%	2 0.6%	5 1.4%	6 1.7%	5 1.4%	0	355	15 4.2%	2 0.6%	3 0.8%	5 1.4%	5 1.4%	0	0	-3 -16.7%	0	-2 -40.0%	-1 -16.7%	0	0
8 Service & Maintenance Staff	2,092	487 23.3%	82 3.9%	238 11.4%	137 6.5%	10 0.5%	20 1.0%	2,125	545 25.6%	103 4.8%	257 12.1%	160 7.5%	10 0.5%	15 0.7%	+33 +1.6%	+58 +11.9%	+21 +25.6%	+19 +8.0%	+23 +16.8%	0	-5 -25.0%
Total	17,849	2,193 12.3%	931 5.2%	534 3.0%	582 3.3%	48 0.3%	98 0.5%	18,359	2,348 12.8%	1,009 5.5%	561 3.1%	628 3.4%	52 0.3%	98 0.5%	+510 +2.9%	+155 +7.1%	+78 +8.4%	+27 +5.1%	+46 +7.9%	+4 +8.3%	0

* In 2017, nine employees self-identified as Native Hawaiian or Other Pacific Islander (two Non-Tenure Track Faculty, five Professional and Scientific Staff, one Skilled Crafts Staff, and one Service and Maintenance Staff); due to the small numbers, this racial/ethnic category is combined with the Asian category in this report.

Figure 3
Minority Faculty and Staff by Primary Occupational Activity Group
November 1, 2016 – November 1, 2017

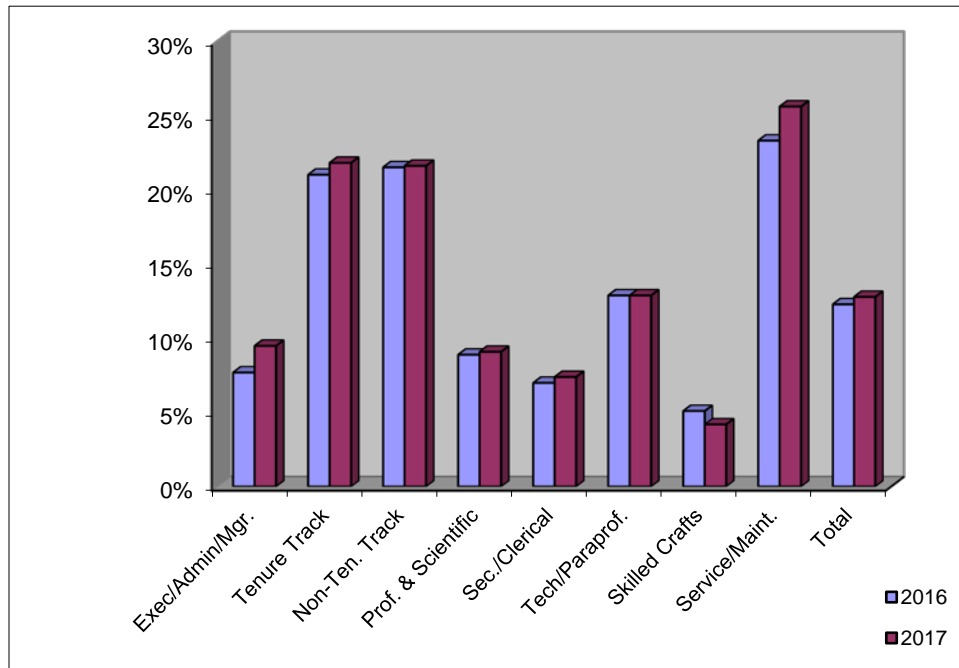
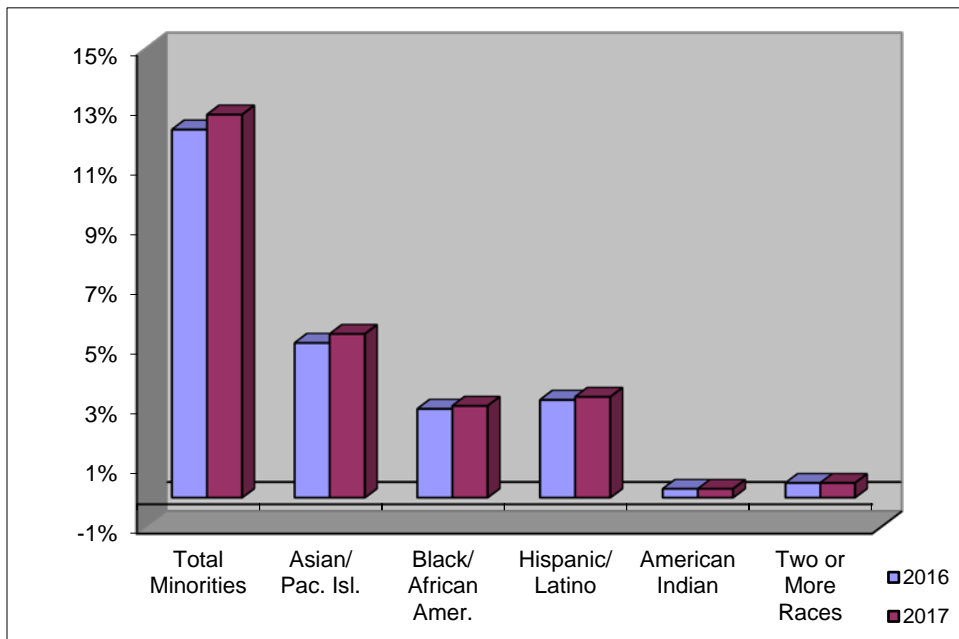


Figure 4
Total Workforce by Race/Ethnicity
November 1, 2016 – November 1, 2017



Actual Workforce Gains and Losses. Each Primary Occupational Activity (POA) group includes several job groups (groupings of similar classifications). The table below shows the totals across job groups within each POA of 1) gains (e.g., hires, promotions, transfers in); 2) losses (e.g., resignations, terminations, transfers out); and 3) the net increase or decrease in the workforce. These figures are presented for the overall workforce and for women and minorities.

Table III
Workforce Gains and Losses by Primary Occupational Activity Group,
Sex, and Minority Status, November 1, 2016 – November 1, 2017

Primary Occupational Activity Group	Gains			Losses			Net Change		
	Total	Women	Minorities	Total	Women	Minorities	Total	Women	Minorities
1 Executive, Administrative, & Managerial Staff	64	35	12	59	24	5	+5	+11	+7
2 Tenured/Tenure Track Faculty	96	39	30	105	36	20	-9	+3	+10
3 Non-Tenure Track Faculty	182	90	47	102	51	29	+80	+39	+18
4 Professional & Scientific Staff	1,797	1,351	199	1,316	967	136	+481	+384	+63
5 Secretarial and Clerical Staff	125	96	15	226	186	16	-101	-90	-1
6 Technical and Paraprofessional Staff	144	107	24	123	95	21	+21	+12	+3
7 Skilled Crafts Staff	41	0	0	41	0	3	0	0	-3
8 Service and Maintenance Staff	509	332	161	476	264	103	33	68	+58
Total	2,958	2,050	488	2,448	1,623	333	510	427	+155

Some gains and losses result from promotions, transfers, reclassifications, or demotions across POA groups, with a gain in one POA group corresponding to a loss in another. Only a portion of these actions result in net losses of faculty and staff to the university as a whole.

The organizational unit on campus with the largest workforce increase over the past year was UI Health Care, with a net increase of 486 employees (4.3 percent). Although this is a slightly less than last year's increase of 6.5 percent, UI Health Care continues to expand to provide quality care for its growing patient population. As in previous years, patient care positions remained a focal point for hiring, with staff nurses representing nearly 45 percent of the net growth. Additionally, 30 percent of the growth was due to other non-nursing patient care related positions, including but not limited to medical assistants and nursing assistants. As the staff nurse market becomes more competitive and scarce, nursing support positions will continue to be an important area for hiring. Lastly, the growing demand for advanced practice providers, including hospitalists, advanced registered nurse practitioners, and certified registered nurse anesthetists, continues at UI Health Care and across the country,.

B. Faculty and Staff by Disability and Veteran Status, 2016 – 2017

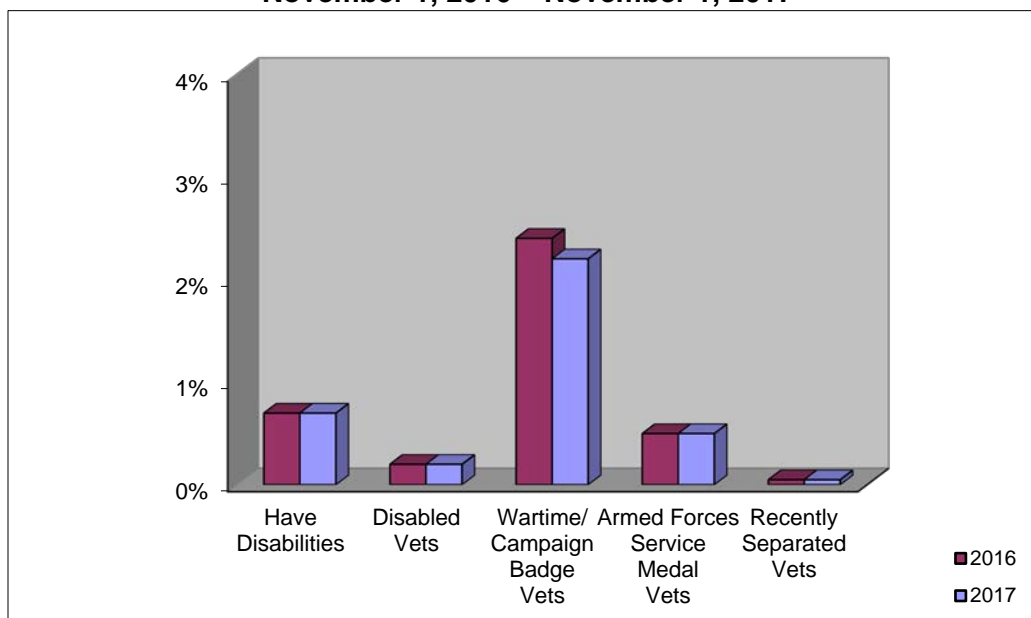
Employees may self-report disability and veteran status to the university at the time of appointment, and may update or correct this information at any time.

The number of faculty and staff who reported having a disability decreased by 4 individuals (3.1 percent) over the past year. The number of faculty and staff who self-identified as disabled veterans decreased by 2 (5.3 percent), Active Duty Wartime/Campaign Badge veterans decreased by 24 (5.5 percent), and Armed Forces Service Medal veterans increased by 6 (6.7 percent). There was no change in the number of veterans whose discharge date from military service was within the three years prior to the data snapshot date.

Table IV
Faculty and Staff by Disability and Veteran Status
November 1, 2016 – November 1, 2017

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Wartime/Campaign Badge Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2016	17,849	127 0.7 %	38 0.2 %	435 2.4 %	90 0.5 %	5 < 0.1 %
2017	18,359	123 0.7 %	36 0.2 %	411 2.2 %	96 0.5 %	5 < 0.1 %
Net Change	+ 510 + 2.9 %	- 4 - 3.1 %	- 2 - 5.3 %	- 24 - 5.5 %	+ 6 + 6.7 %	0

Figure 5
Faculty and Staff by Disability and Veteran Status
November 1, 2016 – November 1, 2017



C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2016 – 2017

The number of tenured/tenure track faculty decreased by 9 (0.7 percent) in the last year. The number of female tenured/tenure track faculty increased by 3 (0.7 percent), and the total number of minority faculty increased by 10 (3.5 percent).

Table V
Tenured/Tenure Track Faculty by Sex and Race/Ethnicity
November 1, 2016 – November 1, 2017

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2016	1,379	445 32.3 %	289 21.0 %	191 13.9 %	28 2.0 %	58 4.2 %	4 0.3 %	8 0.6 %
2017	1,370	448 32.7 %	299 21.8 %	198 14.5 %	29 2.1 %	62 4.5 %	2 0.1 %	8 0.6 %
Net Change	- 9 - 0.7 %	+ 3 + 0.7 %	+ 10 + 3.5 %	+ 7 + 3.7 %	+ 1 + 3.6 %	+ 4 + 6.9 %	- 2 - 50.0 %	0

Figure 6
Tenured/Tenure Track Faculty by Sex
November 1, 2016 – November 1, 2017

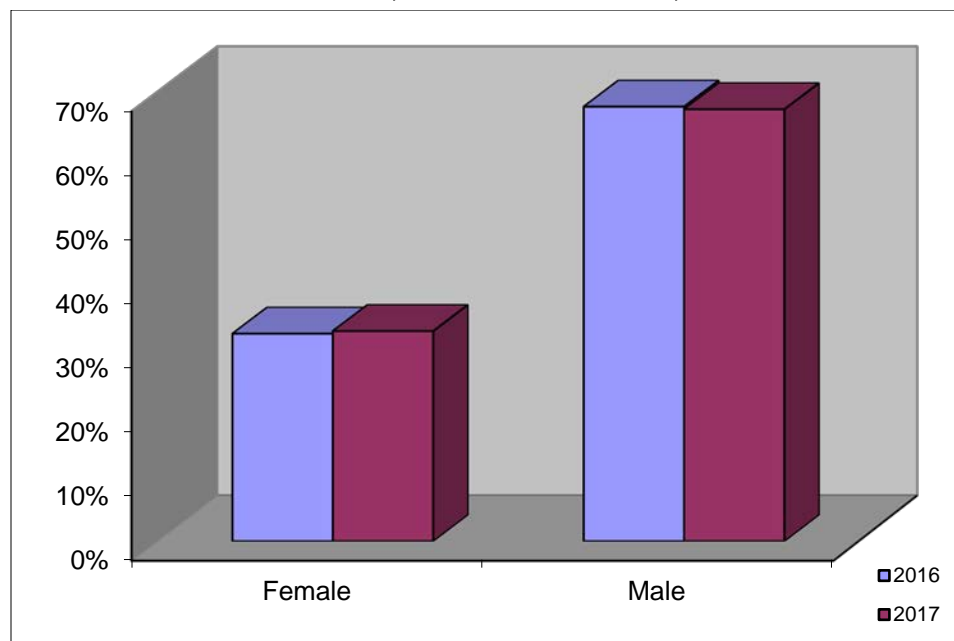
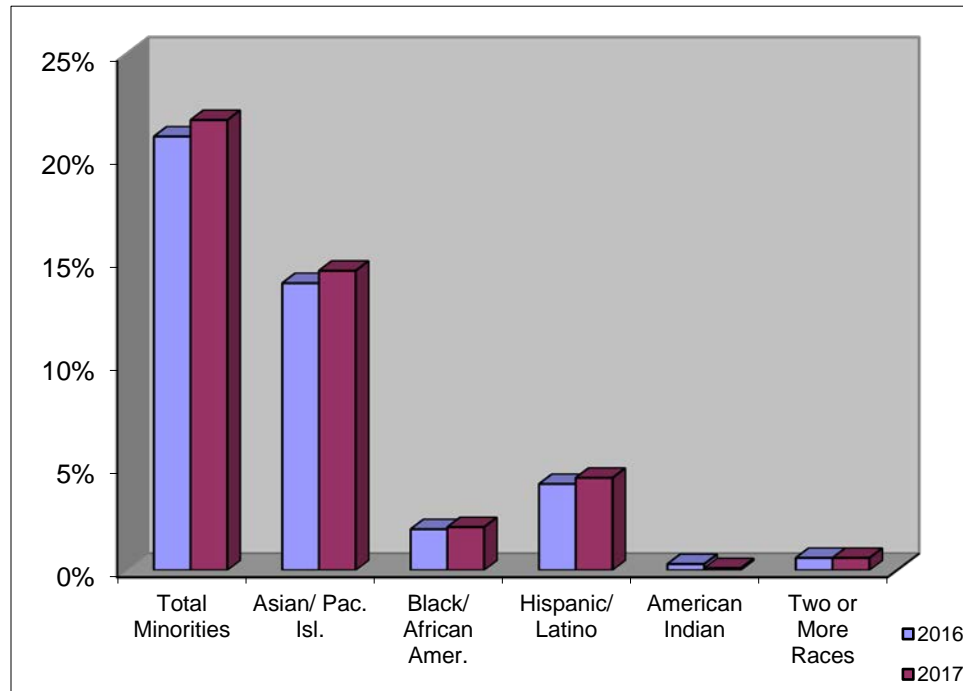


Figure 7
Tenured/Tenure Track Faculty by Race/Ethnicity
November 1, 2016 – November 1, 2017



D. Tenured/Tenure Track Faculty Promotion and Tenure Rates by Sex and Minority Status, Academic Year 2017–18

A total of 90 tenure track faculty were granted promotions effective Academic Year 2017-18, of whom 31 are women. This rate of promotion (34.4 percent) approximates the percentage of women on the tenure track faculty, now at 32.7 percent. Minorities received 30 of the 90 promotions (33.3 percent); this representation is somewhat higher the representation of minorities on the tenure track faculty (21.8 percent).

Fifty-three tenure track faculty members were granted tenure effective Academic Year 2017-18, of whom 19 (35.8 percent) are women. As of November 2017, women represent 42.0 percent of the untenured faculty on the tenure track. Among the 53 tenure track faculty members who received tenure, 19 (35.8 percent) are members of minority groups. As of November 2017, minorities represent 30.6 percent of the untenured faculty on the tenure track.

The percentage of women and minorities who are eligible for tenure and/or promotion review varies from year to year, and, in some years, may be lower or higher than their representation among the untenured faculty on the tenure track as a whole.

Table VI
Tenured/Tenure Track Faculty Promotions & Tenure Rates by Sex and Minority Status
Effective 2017-18 Academic Year

	Total	Women	Minorities
PROMOTIONS			
Number on Tenure Track	1,370	448	299
Percentage of Total on Tenure Track		32.7%	21.8%
Sought Promotions	91	32	30
Percentage of All Faculty Who Sought Promotions (n = 91)		35.2%	33.0%
Percentage of Subgroup (Total, Women, or Minorities)	6.6%	7.1%	10.0%
Granted Promotions	90	31	30
Percentage of All Faculty Who Were Granted Promotions (n = 90)		34.4%	33.3%
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Promotions	98.9%	96.9%	100.0%
TENURE			
Number of Untenured Faculty on Tenure Track	343	144	105
Percentage of Total Untenured on Tenure Track		42.0%	30.6%
Sought Tenure	54	20	19
Percentage of All Faculty Who Sought Tenure (n = 54)		37.0%	35.2%
Percentage of Subgroup (Total, Women, or Minorities)	15.7%	13.9%	18.1%
Granted Tenure	53	19	19
Percentage of All Faculty Who Were Granted Tenure (n = 53)		35.8%	35.8%
Percentage of Subgroup (Total, Women, or Minorities) Who Sought Tenure	98.1%	95.0%	100.0%

E. Clinical Track Faculty by Sex and Race/Ethnicity, 2016 – 2017

The university experienced a net increase of 57 clinical track faculty (7.6 percent) over the past year. Faculty appointed to clinical track positions are included in POA Group 3, Non-Tenure Track Faculty.

The number of women on the clinical track increased by 23 (6.3 percent), and the number of minorities on the clinical track increased by 19 (10.7 percent).

Carver College of Medicine continues to employ the majority of the clinical track faculty (82 percent), followed by the College of Dentistry (6 percent). The remaining clinical track faculty are employed in the colleges of Liberal Arts and Sciences, Pharmacy, Education, Nursing, Public Health, Law, or the Tippie College of Business.

Table VII
Clinical Track Faculty by Sex and Race/Ethnicity
November 1, 2016 – November 1, 2017

Year	Clinical Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2016	750	367 48.9 %	178 23.7 %	115 15.3 %	19 2.5 %	39 5.2 %	1 0.1 %	4 0.5 %
2017	807	390 48.3 %	197 24.4 %	130 16.1 %	18 2.2 %	44 5.5 %	1 0.1 %	4 0.5 %
Net Change	+ 57 + 7.6 %	+ 23 + 6.3 %	+ 19 + 10.7 %	+ 15 + 13.0 %	- 1 - 5.3%	+ 5 + 12.8 %	0	0

Figure 8
Clinical Track Faculty by Sex
November 1, 2016 – November 1, 2017

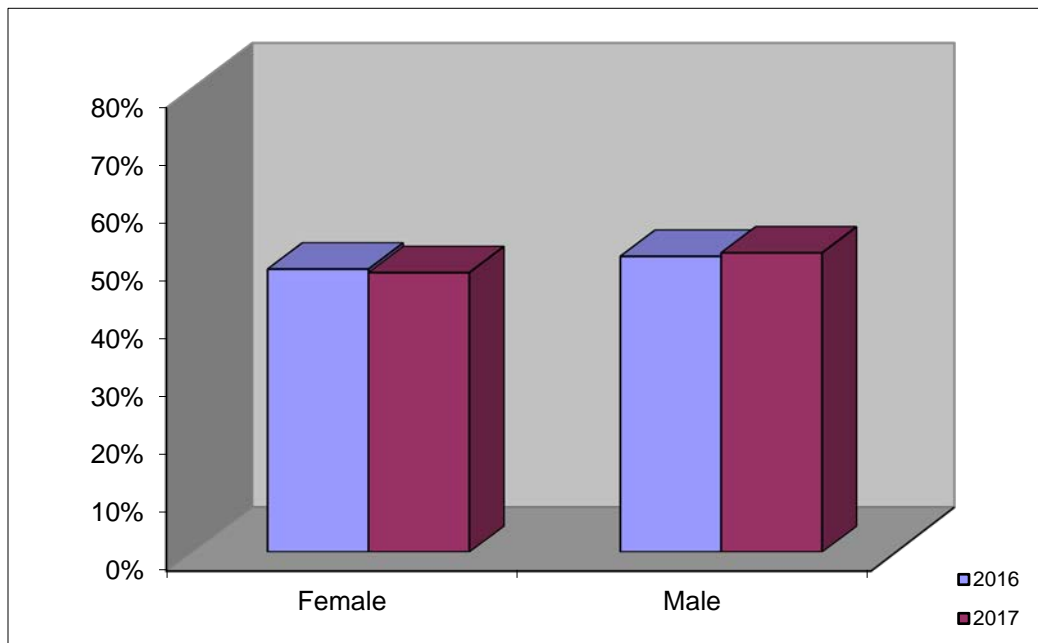
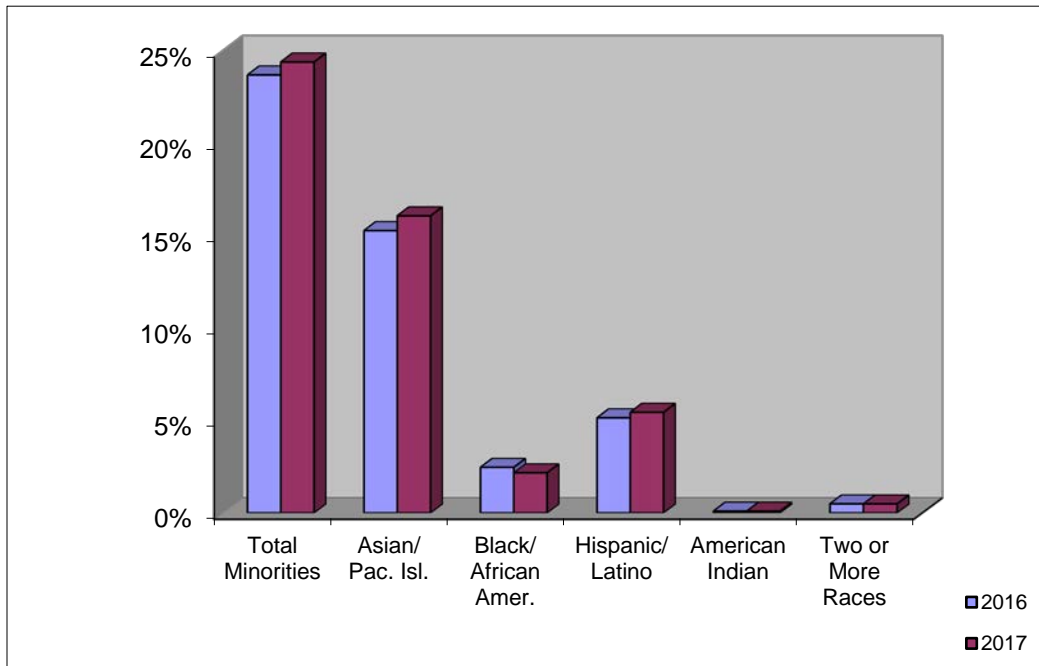


Figure 9
Clinical Track Faculty by Race/Ethnicity
November 1, 2016 – November 1, 2017



F. Research Track Faculty by Sex and Race/Ethnicity, 2016 – 2017

The research track is a subset of POA Group 3, Non-Tenure Track Faculty, developed for faculty who devote most of their time to performing externally-supported research and who submit or assist in the submission of research grants. The research track was developed to allow the university more flexibility in adjusting programs to meet changing needs and remain competitive. This change was adopted by the Faculty Senate in February 2008 and approved by the Board of Regents in June 2008. Appointments to the research track began in February 2009.

The research track increased by 2 individuals (5.6 percent) over the last year. The number of women on the research track decreased by 1 (6.7 percent), and the number of racial/ethnic minorities increased by 1 (9.1 percent).

As of November 1, 2017, Carver College of Medicine employs all of the research track faculty.

Table VIII
Research Track Faculty by Sex and Race/Ethnicity
November 1, 2016 – November 1, 2017

Year	Research Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2016	36	15 41.7 %	11 30.6 %	11 30.6 %	0	0	0	0
2017	38	14 36.8 %	12 31.6 %	12 31.6 %	0	0	0	0
Net Change	+ 2 + 5.6 %	- 1 - 6.7 %	+ 1 + 9.1 %	+ 1 + 9.1 %	0	0	0	0

Figure 10
Research Track Faculty by Sex
November 1, 2016 – November 1, 2017

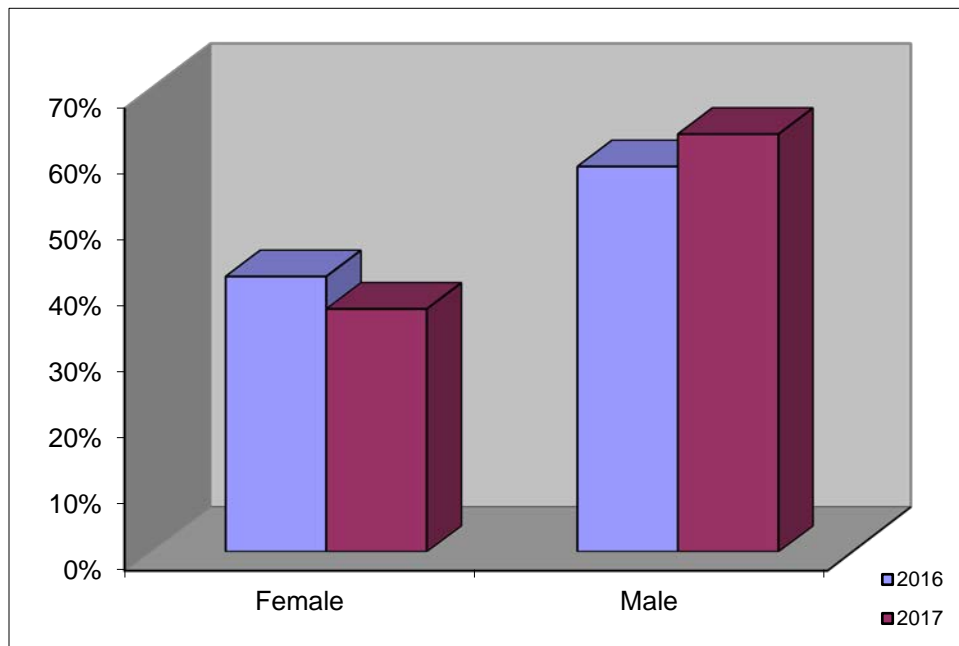
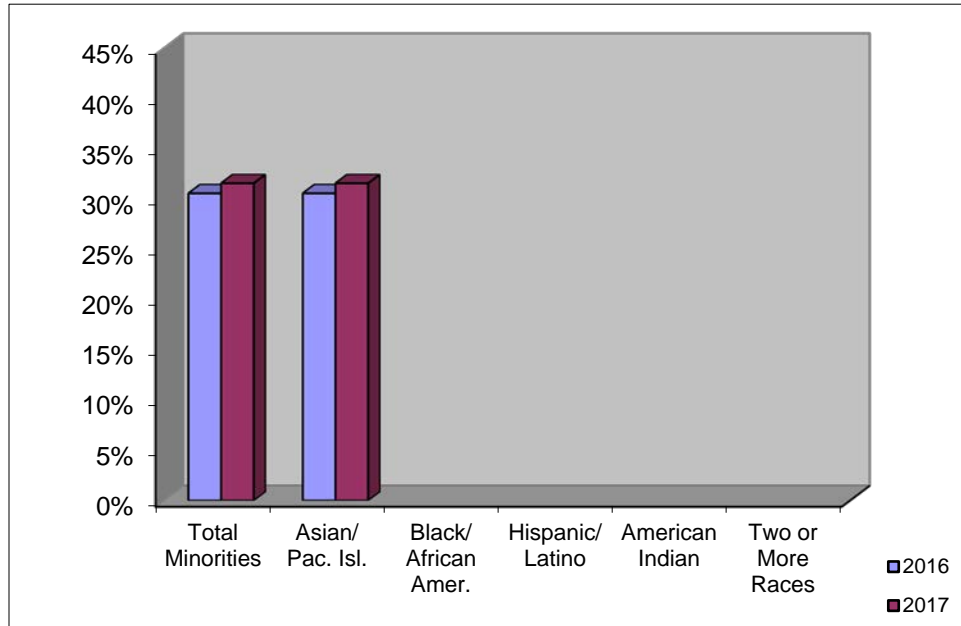


Figure 11
Research Track Faculty by Race/Ethnicity
November 1, 2016 – November 1, 2017



V. ANNUAL HIRING GOALS: 2016-17 AND 2017-18

A. How Hiring Goals are Determined

In accordance with requirements of the Office of Federal Contract Compliance Programs, the Office of Equal Opportunity and Diversity annually conducts formal availability analyses, identifies areas where underrepresentation of women and/or racial/ethnic minorities exists, and establishes hiring goals for the coming year for those underrepresented areas. The availability analyses result in estimates of the percentage and number of qualified women and racial/ethnic minorities available for employment in each academic field and job group (staff job titles similar in content, pay rates, and opportunities) at the University of Iowa. These availability estimates are compared to the actual rates of employment by the university to identify faculty departments and staff job groups where underrepresentation exists.⁵ In other words, a faculty department or staff job group is said to be underrepresented for women or minorities when fewer women or minorities are employed than would reasonably be expected based on estimated availability. Underrepresentation may be affected by several factors including new hires, promotions, and transfers; loss of personnel; a change in the availability of women and minorities in the relevant job market; and/or a combination of factors.

The University of Iowa sets annual hiring goals when underrepresentation of women or minorities is identified within a department or job group. Hiring goals are calculated as the total number of expected hires by the estimated availability percentage of the underrepresented group, rounded to the nearest whole number as goals are established in terms of individuals. Therefore, some underrepresented areas may not have goals established if the level of hiring activity by the estimated availability is insufficient to yield a rounded hiring goal of at least one individual. Goals are initially set at the beginning of the data year based on anticipated hiring activity and are adjusted at the close of the data year to reflect the actual rate of hiring activity.

B. Hiring Goals for the 2016-17 Data Year

After adjusting to reflect the actual rate of hiring, annual hiring goals for the 2016-17 data year totaled 174 women and 95 minorities. The goals were compared to the number of actual hires in each underrepresented department or job group to determine whether the goals were met. While hiring goals were achieved in some departments/job groups, underrepresentation of women and minorities remains in other areas. With all underrepresented departments and job groups aggregated, the university was underrepresented by 400 women (2.2%) and by 308 minorities (1.7%) as of November 1, 2017.

The following tables show departments/job groups in which underrepresentation was identified as of November 1, 2016; the hiring goals in those departments/job groups (as adjusted to reflect the actual rate of hiring) for 2016-17; and whether these goals were met.

⁵ Statistical analyses are conducted for each faculty department and staff job group; if the difference between the estimated availability and the actual workforce percentage meets or exceeds two standard deviations, the department or job group is identified as underrepresented. For small job groups, an alternate test is used: if incumbency is less than 80% of the estimated availability and the difference is equal to at least one whole person, the job group is determined to be underrepresented.

Table IX
Progress toward Annual Hiring Goals for Faculty, Data Year 2016-17

			Women			Minorities		
College	Department	Number of New Hires	Hiring Goal for Women	Total Women Hired	Was Goal Met?	Hiring Goal for Minorities	Total Minorities Hired	Was Goal Met?
POA 2: Tenured/Tenure Track Faculty								
Education	Psychological and Quantitative Foundations	1	1	1	Yes			
Liberal Arts & Sciences	Art & Art History	2	1	1	Yes			
	Psychological & Brain Sciences	2	1	1	Yes			
Carver College of Medicine	Ophthalmology & Visual Sciences	0	0	0	n/a *			
	Pathology	5	2	1	Partially			
	Pediatrics	2	1	1	Yes	0	0	n/a *
	Psychiatry	4	2	3	Yes			
Public Health	Biostatistics	2	1	1	Yes			
	Epidemiology	1				0	0	n/a *
	Health Management & Policy	0	0	0	n/a *			
	Occupational & Environmental Health	0				0	0	n/a *
Liberal Arts & Sciences	English as a Second Language	0				0	0	n/a *
	Health & Human Physiology	3				1	1	Yes
	Psychological & Brain Sciences	2	1	1	Yes			
Pharmacy	Pharmacy Practice & Science	1				0	0	n/a *

* n/a: Although underrepresentation was identified within the department, the actual rate of new hires by the estimated availability was not sufficient to yield a hiring goal of at least one individual.

Table X
Progress toward Annual Hiring Goals for Staff, Data Year 2016-17

Job Group	Number of New Hires	Women			Minorities		
		Hiring Goal for Women	Total Women Hired	Was Goal Met?	Hiring Goal for Minorities	Total Minorities Hired	Was Goal Met?
1A	6				1	1	Yes
1B	22	15	12	Partially			
3D	111				21	11	Partially
3I	75	55	39	Partially			
3K	20	11	8	Partially	1	1	Yes
3L	67				5	2	Partially
3P	29	8	7	Partially			
3Q	39				6	8	Yes
3R	8	7	4	Partially			
3X	11				1	2	Yes
4C	11	9	7	Partially	1	0	No
4F	48				6	6	Yes
4K	20	9	3	Partially			
5A	3	2	0	No	0	0	n/a *
5E	4	3	2	Partially			
5G	34	24	20	Partially			
6A	2	0	0	n/a *			
6C	16	2	0	No			
6D	9	1	0	No	0	0	n/a *
6F	3	1	0	No			
7B	14	7	4	Partially	2	5	Yes
7D	191				39	39	Yes
7E	16	8	6	Partially			
7F	3				1	3	Yes
7I	6	2	0	No	1	0	No
8D	69				9	8	Partially

* n/a: Although underrepresentation was identified within the job group, the actual rate of new hires by the estimated availability was not sufficient to yield a hiring goal of at least one individual.

C. Hiring Goals for the 2017–18 Data Year

Anticipated hiring goals for women and minorities for 2017-18, aggregated by Primary Occupational Activity group, are shown in the table below.

Table XI
Annual Hiring Goals for Data Year 2017-18

Primary Occupational Activity Group	Women Total Hiring Goals	Minorities Total Hiring Goals
1 Executive, Administrative, and Managerial Staff	15	1
2 Tenured/Tenure Track Faculty	11	1
4 Professional & Scientific Staff	80	45
5 Secretarial and Clerical Staff	18	7
6 Technical and Paraprofessional Staff	29	1
7 Skilled Crafts Staff	4	0
8 Service and Maintenance Staff	17	40
Total	174	95

Note: Blank cells indicate that goals were not established, either because no underrepresentation was identified or because the estimated availability by the anticipated rate of hiring was insufficient to yield a rounded hiring goal of at least one individual.

VI. FIVE-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES: 2012 - 2017

A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity, 2012 – 2017

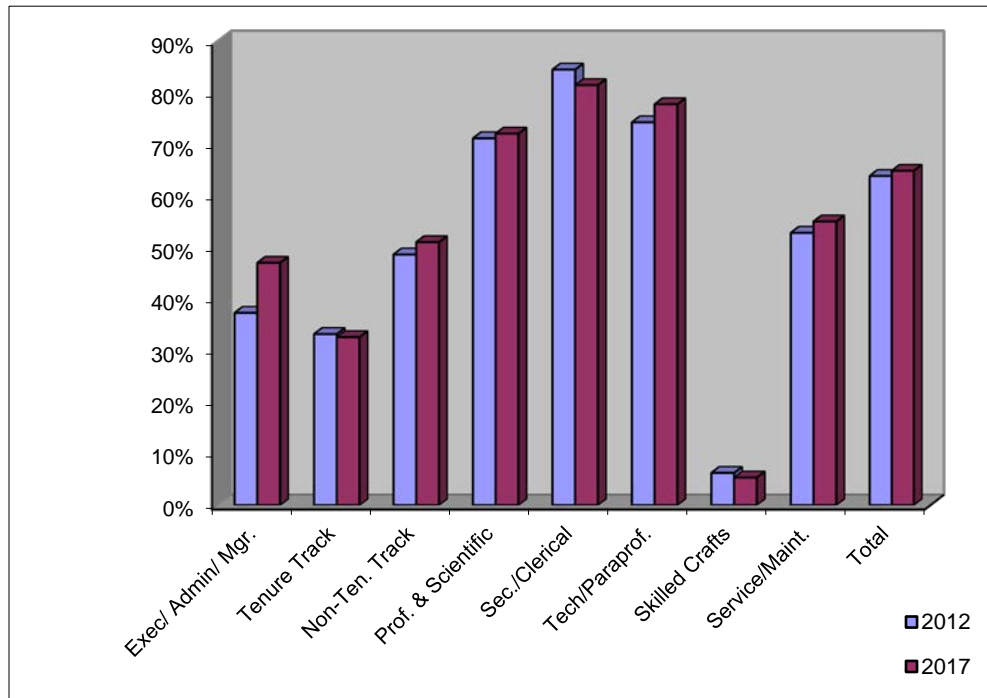
Overall Changes. The University of Iowa workforce increased by 2,565 individuals (16.2 percent) over the last five years, from 15,794 in 2012 to 18,359 in 2017. The Primary Occupational Activity (POA) group with the largest proportional increase was Non-Tenure Track Faculty, and the largest net increase was in Professional and Scientific Staff. The largest proportional and net decrease was among Secretarial and Clerical Staff.

Sex. The number of women in the workforce increased by 18.2 percent over the five-year period, with the largest proportional increase in Non-Tenure Track Faculty and the largest net increase in Professional and Scientific Staff. The largest proportional and net decrease was among Secretarial and Clerical Staff.

Table XII
Faculty and Staff by Primary Occupational Activity Group and Sex
November 1, 2012 – November 1, 2017

Primary Occupational Activity Group	2012		2017		Net Change	
	Total	Women	Total	Women	Total	Women
Executive, Administrative, & Managerial Staff	353	132 37.4 %	380	179 47.1 %	+ 27 + 7.6 %	+ 47 + 35.6 %
2 Tenured/Tenure Track Faculty	1,474	491 33.3 %	1,370	448 32.7 %	- 104 - 7.1 %	- 43 - 8.8 %
3 Non-Tenure Track Faculty	895	436 48.7 %	1,257	642 51.1 %	+ 362 + 40.4 %	+ 206 + 47.2 %
4 Professional & Scientific Staff	8,257	5,879 71.2 %	10,576	7,621 72.1 %	+ 2,319 + 28.1 %	+ 1,742 + 29.6 %
5 Secretarial and Clerical Staff	2,017	1,705 84.5 %	1,468	1,196 81.5 %	- 549 - 27.2 %	- 509 - 29.9 %
6 Technical and Paraprofessional Staff	634	471 74.3 %	828	644 77.8 %	+ 194 + 30.6 %	+ 173 + 36.7 %
7 Skilled Crafts Staff	366	23 6.3 %	355	19 5.4 %	- 11 - 3.0 %	- 4 - 17.4 %
8 Service and Maintenance Staff	1,798	951 52.9 %	2,125	1,170 55.1 %	+ 327 + 18.2 %	+ 219 + 23.0 %
Total	15,794	10,088 63.9 %	18,359	11,919 64.9 %	+ 2,565 + 16.2 %	+ 1,831 + 18.2 %

Figure 12
Female Faculty and Staff by Primary Occupational Activity Group
November 1, 2012 – November 1, 2017



Race/Ethnicity. Race/ethnicity may be self-reported by employees to the university at the time of application and/or appointment and may be updated and/or corrected by the employee at any time.

From November 1, 2012 to November 1, 2017, overall racial/ethnic minority representation increased by 45.0 percent, with notable gains among Executive, Administrative, and Managerial Staff, Technical and Paraprofessional Staff, Service and Maintenance Staff, Professional and Scientific Staff, and Non-Tenure Track Faculty. The number of minorities among Skilled Crafts staff decreased by 4 (21.1 percent). The total numbers of Asians/Pacific Islanders,⁶ Blacks/African Americans, and Hispanic/Latinos increased during this time period, while the number of American Indians/Alaska Natives decreased by 7 (11.9 percent). Changes in the racial/ethnic composition of the workforce from 2012 to 2017 are detailed in the table and charts on the following pages.

⁶ Due to small numbers of employees who self-identified as Native Hawaiian or Other Pacific Islander, this racial/ethnic category is combined with the Asian category in this report.

Table XIII
Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity
November 1, 2012 – November 1, 2017

Primary Occupational Activity Group	2012								2017								Net Change							
	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races			
1 Executive, Admin., & Managerial Staff	353	18 5.1%	2 0.6%	8 2.3%	5 1.4%	1 0.3%	2 0.6%	380	36 9.5%	13 3.4%	12 3.2%	6 1.6%	3 0.8%	2 0.5%	+ 27 + 7.6%	+18 +100%	+11 +550%	+4 +50.0	+1 +20.0%	+2 +200%	0			
2 Tenured/ Tenure Track Faculty	1,474	292 19.8%	184 12.5%	38 2.6%	56 3.8%	7 0.5%	7 0.5%	1,370	299 21.8%	198 14.5%	29 2.1%	62 4.5%	2 0.1%	8 0.6%	- 104 - 7.1%	+7 +2.4%	+14 +7.6%	-9 -23.7%	+6 +10.7%	-5 -71.4%	+1 +14.3%			
3 Non-Tenure Track Faculty	895	180 20.1%	118 13.2%	23 2.6%	33 3.7%	3 0.3%	3 0.3%	1,257	271 21.6%	181 14.4%	21 1.7%	60 4.8%	4 0.3%	5 0.4%	+ 362 + 40.4%	+91 +50.6%	+63 +53.4%	-2 -8.7%	+27 +81.8%	+1 +33.3%	+2 +66.7%			
4 Professional & Scientific Staff	8,257	635 7.7%	360 4.4%	97 1.2%	145 1.8%	16 0.2%	17 0.2%	10,576	966 9.1%	460 4.3%	173 1.6%	256 2.4%	18 0.2%	59 0.6%	+ 2,319 + 28.1%	+331 +52.1%	+100 +27.8%	+76 +78.4%	+111 +76.6%	+2 +12.5%	+42 +247%			
5 Secretarial & Clerical Staff	2,017	98 4.9%	20 1.0%	39 1.9%	31 1.5%	7 0.3%	1 <0.1%	1,468	109 7.4%	25 1.7%	41 2.8%	35 2.4%	5 0.3%	3 0.2%	- 549 - 27.2%	+11 +11.2%	+5 +25.0%	+2 +5.1%	+4 +12.9%	-2 -28.6%	+2 +200%			
6 Technical & Paraprofessional Staff	634	57 9.0%	11 1.7%	19 3.0%	23 3.6%	3 0.5%	1 0.2%	828	107 12.9%	27 3.3%	25 3.0%	44 5.3%	5 0.6%	6 0.7%	+ 194 + 30.6%	+50 +87.7%	+16 +145%	+6 +31.6%	+21 +91.3%	+2 +66.7%	+5 +500%			
7 Skilled Crafts Staff	366	19 5.2%	1 0.3%	7 1.9%	5 1.4%	6 1.6%	0	355	15 4.2%	2 0.6%	3 0.8%	5 1.4%	5 1.4%	0	- 11 - 3.0%	-4 -21.1%	+1 +100%	-4 -57.1%	0	-1 -16.7%	0			
8 Service & Maintenance Staff	1,798	320 17.8%	70 3.9%	147 8.2%	80 4.4%	16 0.9%	7 0.4%	2,125	545 25.6%	103 4.8%	257 12.1%	160 7.5%	10 0.5%	15 0.7%	+ 327 + 18.2%	+225 +70.3%	+33 +47.1%	+110 +74.8%	+80 +100%	-6 -37.5%	+8 +114%			
Total	15,794	1,619 10.3%	766 4.8%	378 2.4%	378 2.4%	59 0.4%	38 0.2%	18,359	2,348 12.8%	1,009 5.5%	561 3.1%	628 3.4%	52 0.3%	98 0.5%	+ 2,565 + 16.2%	+729 +45.0%	+243 +31.7%	+183 +48.4%	+250 +66.1%	-7 -11.9%	+60 +158%			

* In 2017, nine employees self-identified as Native Hawaiian or Other Pacific Islander (two Non-Tenure Track Faculty, five Professional and Scientific Staff, one Skilled Crafts Staff, and one Service and Maintenance Staff); due to the small numbers, this racial/ethnic category is combined with the Asian category in this report.

Figure 13
Minority Faculty and Staff by Primary Occupational Activity Group
November 1, 2012 – November 1, 2017

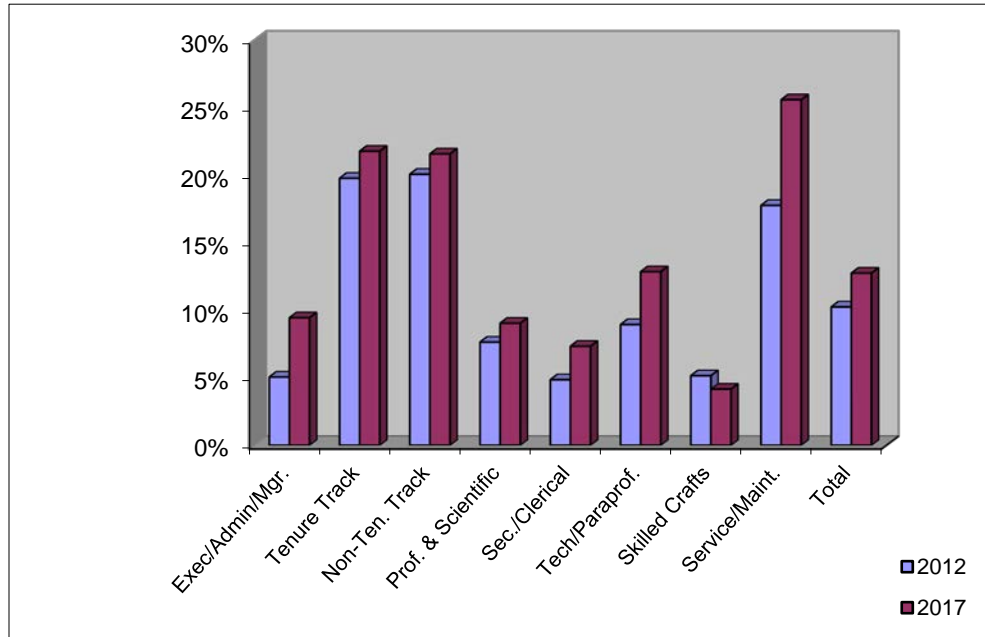
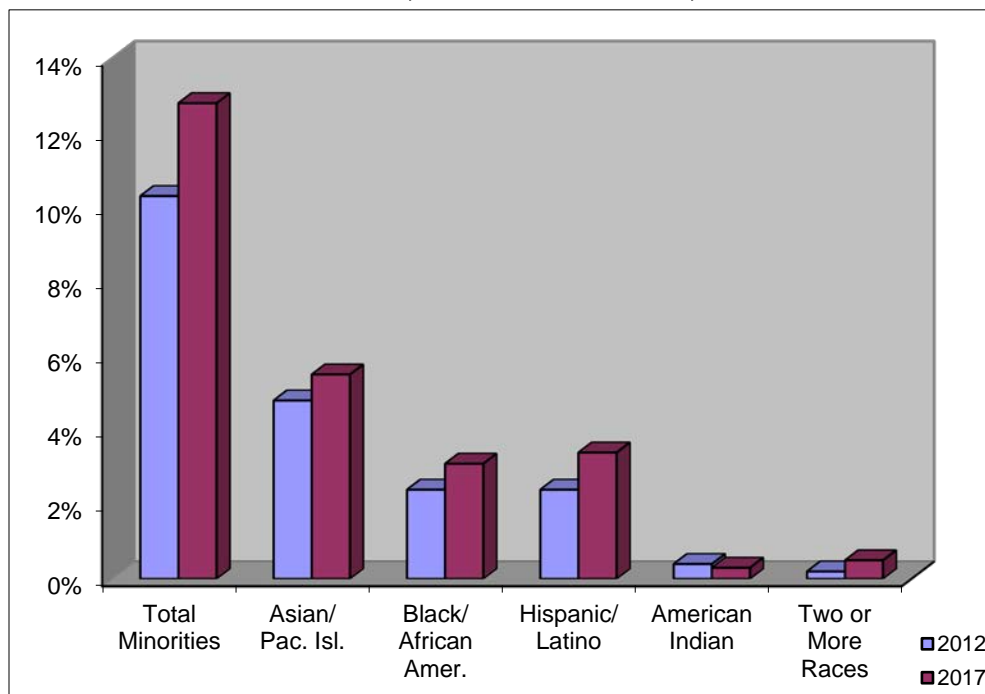


Figure 14
Total Workforce by Race/Ethnicity
November 1, 2012 – November 1, 2017



B. Faculty and Staff by Disability and Veteran Status, 2012 – 2017

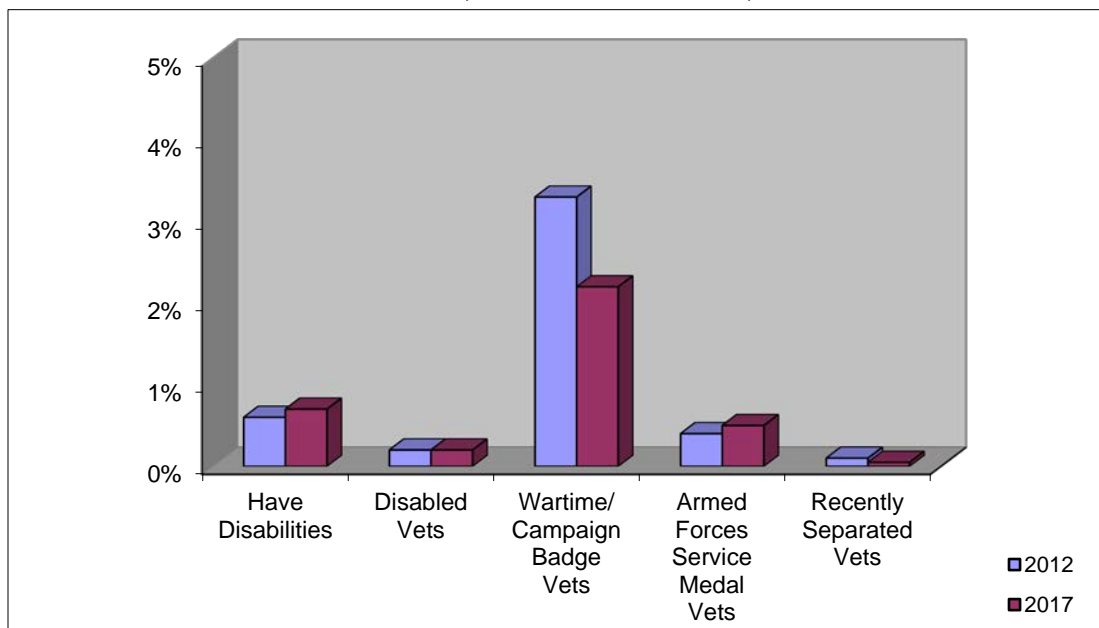
Employees may self-report disability and veteran status to the university at the time of appointment, and may update or correct this information at any time. Over the five-year period, the number of employees who reported having disabilities increased by 32.3 percent; this increase is likely attributable in part to a re-survey of the workforce in Fall 2016.

The number of faculty and staff who self-identified as disabled veterans increased by 3 (9.1 percent). The number of Active Duty Wartime/Campaign Badge veterans decreased by 108 (20.8 percent), and the number of Armed Forces Service Medal veterans increased by 25 (35.2 percent). There was a decrease of 6 (54.5 percent) in the number of veterans whose discharge date from military service was within the three years prior to the data snapshot date.

Table XIV
Faculty and Staff by Disability and Veteran Status
November 1, 2012 – November 1, 2017

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Wartime/Campaign Badge Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2012	15,794	93 0.6 %	33 0.2 %	519 3.3 %	71 0.4 %	11 0.1 %
2017	18,359	123 0.7 %	36 0.2 %	411 2.2 %	96 0.5 %	5 < 0.1 %
Net Change	+ 2,565 + 16.2 %	+ 30 + 32.3 %	+ 3 + 9.1 %	- 108 - 20.8 %	+ 25 + 35.2 %	- 6 - 54.5 %

Figure 15
Faculty and Staff by Disability and Veteran Status
November 1, 2012 – November 1, 2017



C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2012 – 2017

The university has experienced a net decrease of 104 tenured/tenure track faculty (7.1 percent) since November 1, 2012. During this five-year period, the number of female tenured/tenure track faculty decreased by 43 (8.8 percent) and the number of minorities increased by 7 (2.4 percent). The largest gains in the minority tenure track faculty were among Asians/Pacific Islanders (14 faculty or 7.6 percent) and Hispanics/Latinos (6 faculty or 10.7 percent).

Table XV
Tenured/Tenure Track Faculty by Sex and Race/Ethnicity
November 1, 2012 – November 1, 2017

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2012	1,474	491 33.3 %	292 19.8 %	184 12.5 %	38 2.6 %	56 3.8 %	7 0.5 %	7 0.5 %
2017	1,370	448 32.7 %	299 21.8 %	198 14.5 %	29 2.1 %	62 4.5 %	2 0.1 %	8 0.6 %
Net Change	- 104 - 7.1 %	- 43 - 8.8 %	+ 7 + 2.4 %	+ 14 + 7.6 %	- 9 - 23.7 %	+ 6 + 10.7 %	- 5 - 71.4 %	+ 1 + 14.3%

Figure 16
Tenured/Tenure Track Faculty by Sex
November 1, 2012 – November 1, 2017

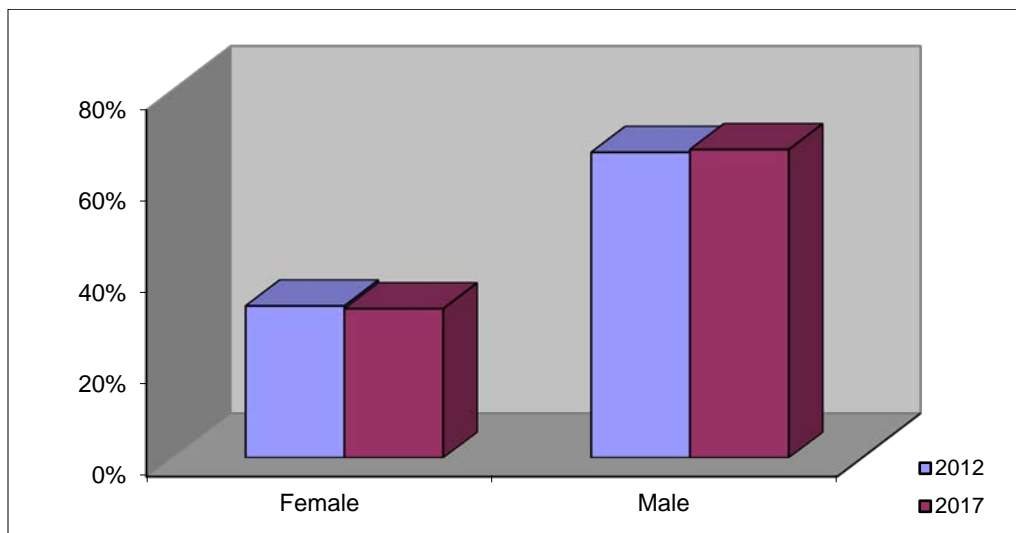
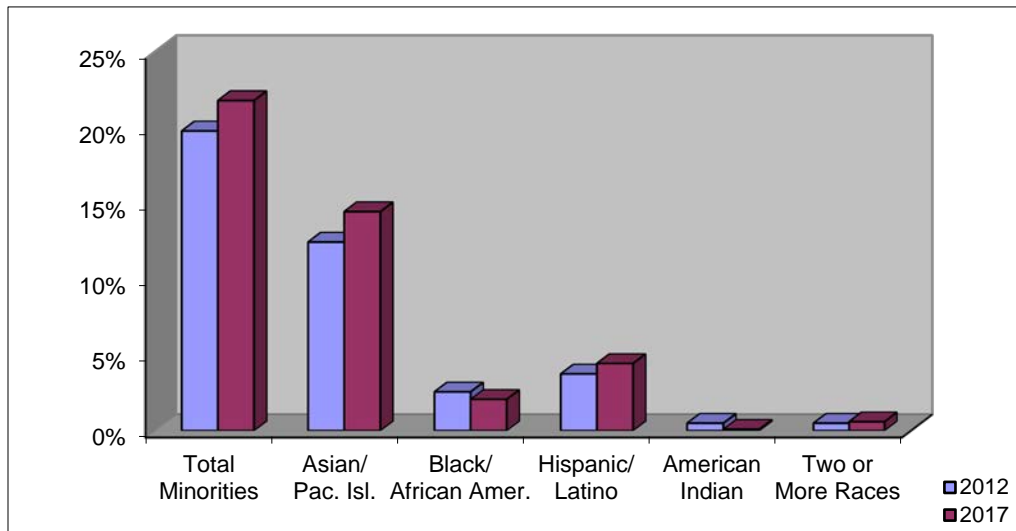


Figure 17
Tenured/Tenure Track Faculty by Race/Ethnicity
November 1, 2012 – November 1, 2017



D. Clinical Track Faculty by Sex and Race/Ethnicity, 2012 - 2017

There has been significant growth over the last five years in the clinical track faculty. Faculty appointed to clinical track positions are included in POA Group 3, Non-Tenure Track Faculty. The growth of the Non-Tenure Track Faculty is directly related to the increased number of clinical track appointments.

The clinical track faculty increased from 570 in 2012 to 807 in 2017, an increase of 41.6 percent. The number of women on the clinical track increased by 44.4 percent, and the number of minorities increased by 105.2 percent.

Table XVI
Clinical Track Faculty by Sex and Race/Ethnicity
November 1, 2012 – November 1, 2017

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2012	570	270 47.4 %	96 16.8 %	59 10.4 %	15 2.6 %	19 3.3%	1 0.2 %	2 0.4 %
2017	807	390 48.3 %	197 24.4 %	130 16.1 %	18 2.2 %	44 5.5 %	1 0.1 %	4 0.5 %
Net Change	+ 237 + 41.6 %	+ 120 + 44.4 %	+ 101 + 105 %	+ 71 + 120 %	+ 3 + 20.0 %	+ 25 + 132 %	0	+ 2 +100 %

Figure 18
Clinical Track Faculty by Sex
November 1, 2012 – November 1, 2017

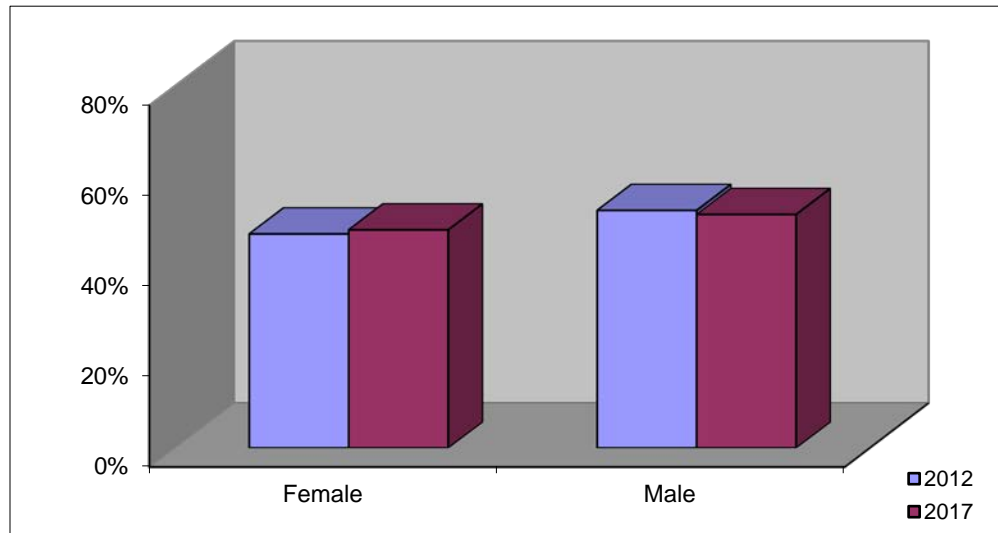
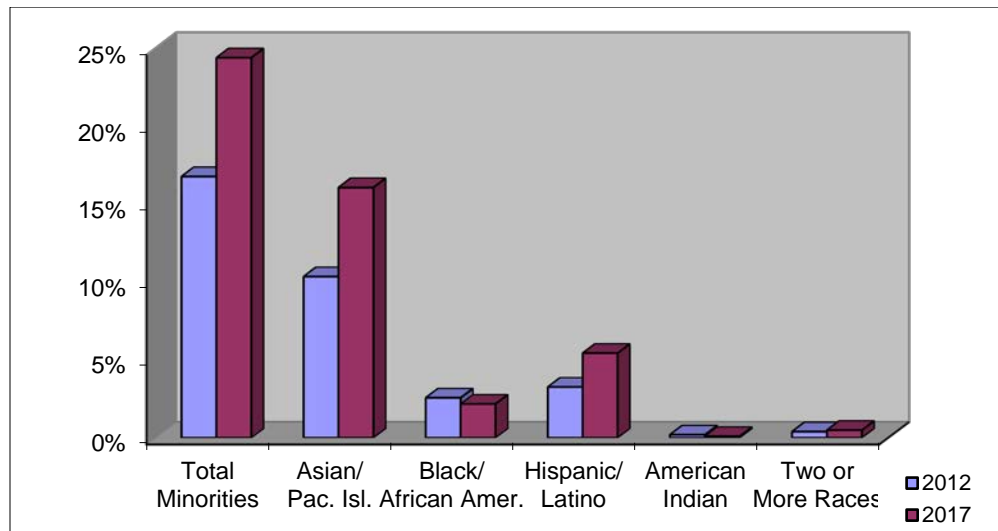


Figure 19
Clinical Track Faculty by Race/Ethnicity
November 1, 2012 – November 1, 2017



E. Research Track Faculty by Sex and Race/Ethnicity, 2012 – 2017

The research track is a subset of POA Group 3, Non-Tenure Track Faculty, developed for faculty who devote most of their time to performing externally-supported research and who submit or assist in the submission of research grants. The research track was developed to allow the university more flexibility in adjusting programs to meet changing needs and remain competitive. This change was adopted by the Faculty Senate in February 2008 and approved by the Board of Regents in June 2008. Appointments to the research track began in February 2009.

The research track has increased by 10 individuals (35.7 percent) over the past five years. The number of women on the research track increased by 3 (27.3 percent), and the number of racial/ethnic minorities has increased by 2 (20.0%).

Table XVII
Research Track Faculty by Sex and Race/Ethnicity
November 1, 2012 – November 1, 2017

Year	Research Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2012	28	11 39.3 %	10 35.7 %	8 28.6 %	0	2 7.1 %	0	0
2017	38	14 36.8 %	12 31.6 %	12 31.6 %	0	0	0	0
Net Change	+ 10 + 35.7 %	+ 3 + 27.3 %	+ 2 + 20.0 %	+ 4 + 50.0 %	0	- 2 - 100.0 %	0	0

Figure 20
Research Track Faculty by Sex
November 1, 2012 – November 1, 2017

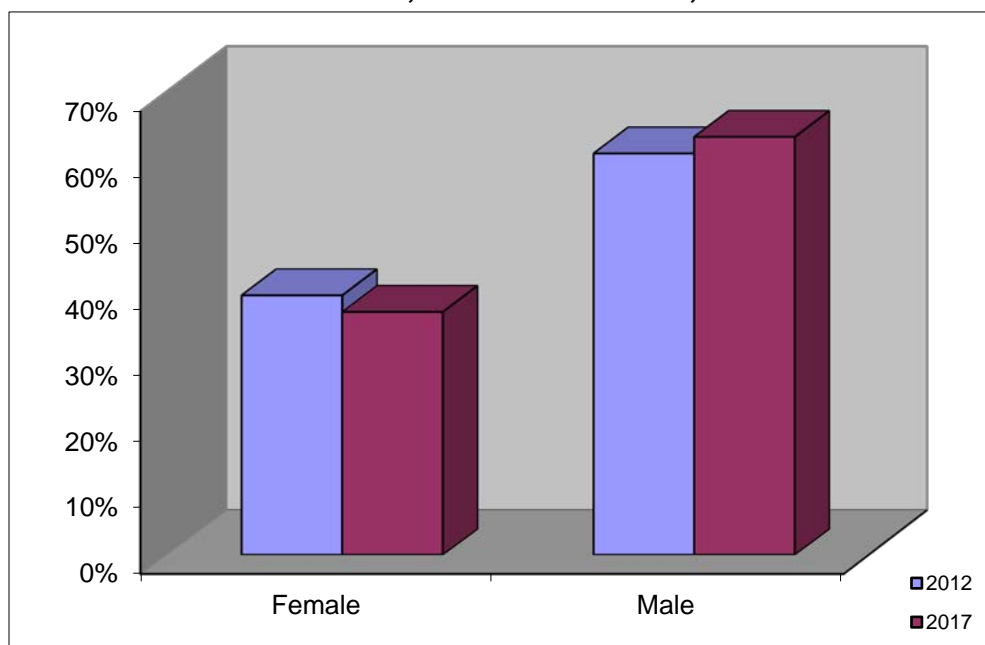
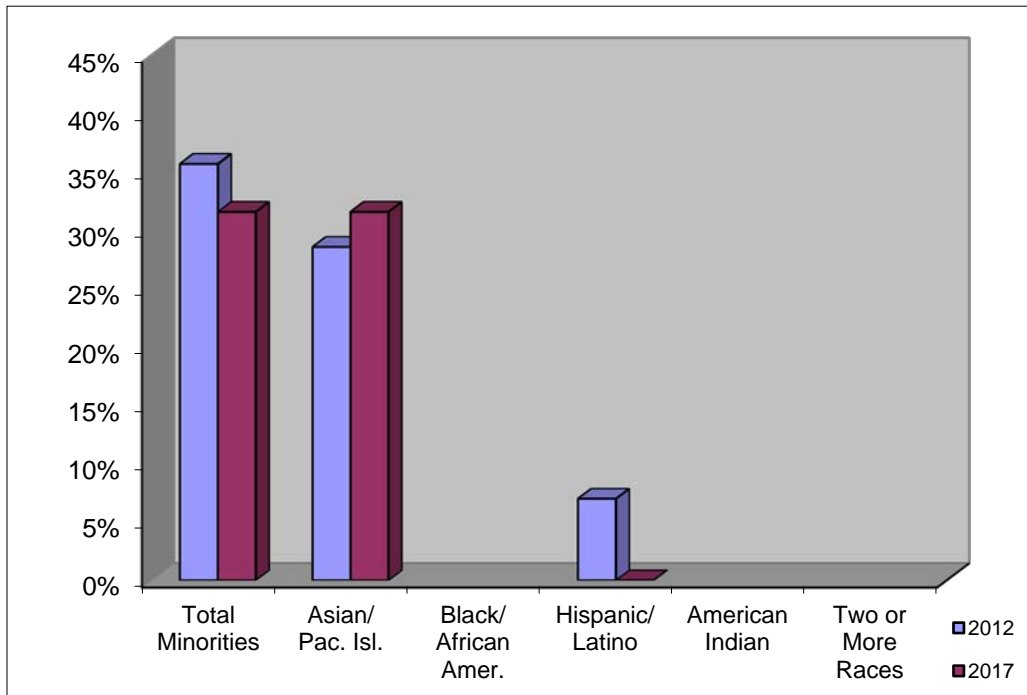


Figure 21
Research Track Faculty by Race/Ethnicity
November 1, 2012 – November 1, 2017



VII. TEN-YEAR COMPARISON OF MAJOR WORKFORCE CATEGORIES: 2007 - 2017

A. Faculty and Staff by Primary Occupational Activity Group, Sex, and Race/Ethnicity, 2007 - 2017

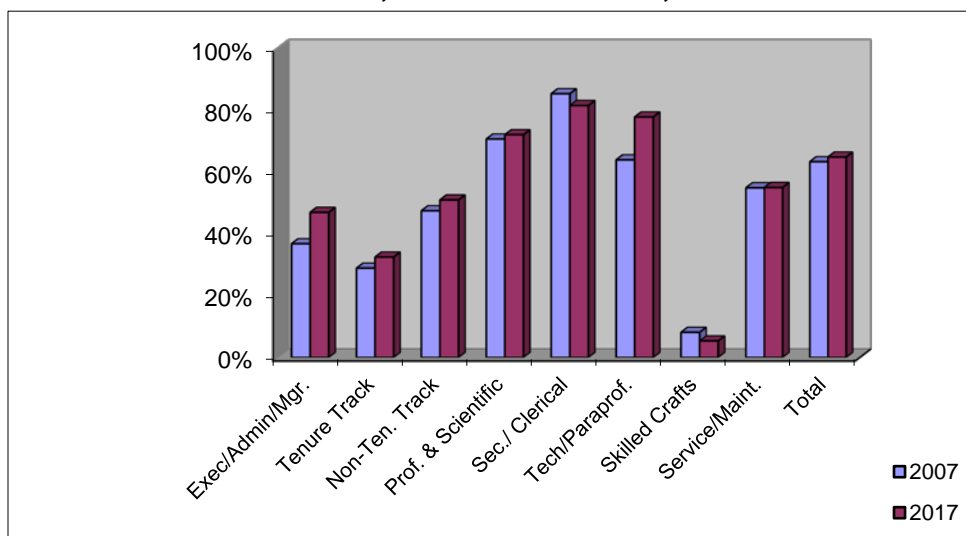
Overall Changes. Over the last ten years, the University of Iowa workforce has increased by 22.5 percent, from 14,993 in 2007 to 18,359 in 2017. The Primary Occupational Activity (POA) group with the largest proportional increase was Non-Tenure Track Faculty, and the largest net increase was among Professional and Scientific Staff. The greatest proportional and net decrease was in Secretarial and Clerical Staff.

Sex. The number of women in the workforce increased by 25.4 percent overall, with the largest proportional increase in Technical and Paraprofessional Staff and the largest net increase in Professional and Scientific Staff. The greatest proportional and net decrease was among Secretarial and Clerical Staff.

Table XVIII
Faculty and Staff by Primary Occupational Activity Group and Sex
October 1, 2007 – November 1, 2017

Primary Occupational Activity Group	2007		2017		Net Change	
	Total	Women	Total	Women	Total	Women
Executive, Administrative, & Managerial Staff	351	130 37.0 %	380	179 47.1 %	+ 29 + 8.3 %	+ 49 + 37.7 %
2 Tenured/Tenure Track Faculty	1,485	432 29.1 %	1,370	448 32.7 %	- 115 - 7.7 %	+ 16 + 3.7 %
3 Non-Tenure Track Faculty	655	312 47.6 %	1,257	642 51.1 %	+ 602 + 91.9 %	+ 330 + 105.8 %
4 Professional & Scientific Staff	7,165	5,064 70.7 %	10,576	7,621 72.1 %	+ 3,411 + 47.6 %	+ 2,557 + 50.5 %
5 Secretarial and Clerical Staff	2,588	2,207 85.3 %	1,468	1,196 81.5 %	- 1,120 - 43.3 %	- 1,011 - 45.8 %
6 Technical and Paraprofessional Staff	444	284 64.0 %	828	644 77.8 %	+ 384 + 86.5 %	+ 360 + 126.8 %
7 Skilled Crafts Staff	403	33 8.2 %	355	19 5.4 %	- 48 - 11.9 %	- 14 - 42.4 %
8 Service and Maintenance Staff	1,902	1,046 55.0 %	2,125	1,170 55.1 %	+ 223 + 11.7 %	+ 124 + 11.9 %
Total	14,993	9,508 63.4 %	18,359	11,919 64.9 %	+ 3,366 + 22.5 %	+ 2,411 + 25.4 %

Figure 22
Female Faculty and Staff by Primary Occupational Activity Group
October 1, 2007 – November 1, 2017



Race/Ethnicity. Race/ethnicity may be self-reported by employees to the university at the time of application and/or appointment and may be updated and/or corrected by the employee at any time. Due to changes by the federal government in requirements for reporting employees' race and ethnicity, the university requested employees to update their self-reported demographic information in the fall of 2010 using the new federal categories. Key changes include:

- There are now two separate questions regarding race and Hispanic/Latino ethnicity. Employees who indicate that their ethnicity is Hispanic/Latino are reported as Hispanic/Latino, regardless of the race category or categories they indicate, and are included among racial/ethnic minorities for analytical purposes.
- Employees may select one or more of the following race categories: American Indian/Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White. Formerly, Asian/Pacific Islander had been a single category.⁷ Employees who select two or more races are included among racial/ethnic minorities for analytical purposes.

Since 2007, racial/ethnic minority representation in the workforce has increased by 91.0 percent overall, with increases in the numbers of Asians/Pacific Islanders, Hispanics/Latinos, and Blacks/African Americans. The number of American Indians decreased by one individual. The largest proportional increase in racial/minority representation overall was among Technical and Paraprofessional Staff, and the largest net increase was in Professional and Scientific Staff. Minority representation decreased among Skilled Crafts Staff by 6 individuals (28.6 percent).

The table and charts on the following pages show the racial/ethnic composition of the workforce on October 1, 2007 and November 1, 2017.

⁷ Due to small numbers of employees who self-identified as Native Hawaiian or Other Pacific Islander, this racial/ethnic category is combined with the Asian category in this report.

Table XIX
Faculty and Staff by Primary Occupational Activity Group and Race/Ethnicity
October 1, 2007 – November 1, 2017

Primary Occupational Activity Group	2007							2017							Net Change						
	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native		Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races*	Total	Total Minorities	Asian/Pacific Islander*	Black/ African Amer.	Hispanic/ Latino	Amer. Indian/ Alaska Native	Two or More Races*
1 Executive, Administrative, & Managerial Staff	351	25 7.1%	5 1.4%	14 4.0%	4 1.1%	2 0.6%		380	36 9.5%	13 3.4%	12 3.2%	6 1.6%	3 0.8%	2 0.5%	+29 +8.3%	+11 +44.0%	+8 +160%	-2 -14.3%	+2 +50.0%	+1 +50.0%	+2 n/a
2 Tenured/ Tenure Track Faculty	1,485	254 17.1%	163 11.0 %	37 2.5%	47 3.2%	7 0.5%		1,370	299 21.8%	198 14.5%	29 2.1%	62 4.5%	2 0.1%	8 0.6%	-115 -7.7%	+45 +17.7%	+35 +21.5%	-8 -21.6%	+15 +31.9%	-5 -71.4%	+8 n/a
3 Non-Tenure Track Faculty	655	83 12.7%	47 7.2%	14 2.1%	20 3.1%	2 0.3%		1,257	271 21.6%	181 14.4%	21 1.7%	60 4.8%	4 0.3%	5 0.4%	+602 +91.9%	+188 +227%	+134 +285%	+7 +50.0%	+40 +200%	+2 +100%	+5 n/a
4 Professional & Scientific Staff	7,165	476 6.6%	296 4.1%	78 1.1%	92 1.3%	10 0.1%		10,576	966 9.1%	460 4.3%	173 1.6%	256 2.4%	18 0.2%	59 0.6%	+3,411 +47.6%	+490 +103%	+164 +55.4%	+95 +122%	+164 +178%	+8 +80.0%	+59 n/a
5 Secretarial & Clerical Staff	2,588	104 4.0%	32 1.2%	37 1.4%	27 1.0%	8 0.3%		1,468	109 7.4%	25 1.7%	41 2.8%	35 2.4%	5 0.3%	3 0.2%	-1,120 -43.3%	+5 +4.8%	-7 -21.9%	+4 +10.8%	+8 +29.6%	-3 -37.5%	+3 n/a
6 Technical & Paraprofessional Staff	444	24 5.4%	9 2.0%	6 1.4%	8 1.8%	1 0.2%		828	107 12.9%	27 3.3%	25 3.0%	44 5.3%	5 0.6%	6 0.7%	+384 +86.5%	+83 +346%	+18 +200%	+19 +317%	+36 +450%	+4 +400%	+6 n/a
7 Skilled Crafts Staff	403	21 5.2%	0	7 1.7%	7 1.7%	7 1.7%		355	15 4.2%	2 0.6%	3 0.8%	5 1.4%	5 1.4%	0	-48 -11.9%	-6 -28.6%	+2 n/a	-4 -57.1%	-2 -28.6%	-2 -28.6%	0 n/a
8 Service & Maintenance Staff	1,902	242 12.7%	63 3.3%	103 5.4%	60 3.2%	16 0.8%		2,125	545 25.6%	103 4.8%	257 12.1%	160 7.5%	10 0.5%	15 0.7%	+223 +11.7%	+303 +125%	+40 +63.5%	+154 +150%	+100 +167%	-6 -37.5%	+15 n/a
Total	14,993	1,229 8.2%	615 4.1%	296 2.0%	265 1.8%	53 0.4%		18,359	2,348 12.8%	1,009 5.5%	561 3.1%	628 3.4%	52 0.3%	98 0.5%	+3,366 +22.5%	+1,119 +91.0%	+394 +64.1%	+265 +89.5%	+363 +137%	-1 -1.9%	+98 n/a

* In 2017, nine employees self-identified as Native Hawaiian or Other Pacific Islander (two Non-Tenure Track Faculty, five Professional and Scientific Staff, one Skilled Crafts Staff, and one Service and Maintenance Staff); due to the small numbers, this racial/ethnic category is combined with the Asian category in this report. Two or More Races was a new category beginning in 2010.

Figure 23
Minority Faculty and Staff by Primary Occupational Activity Group
October 1, 2007 – November 1, 2017

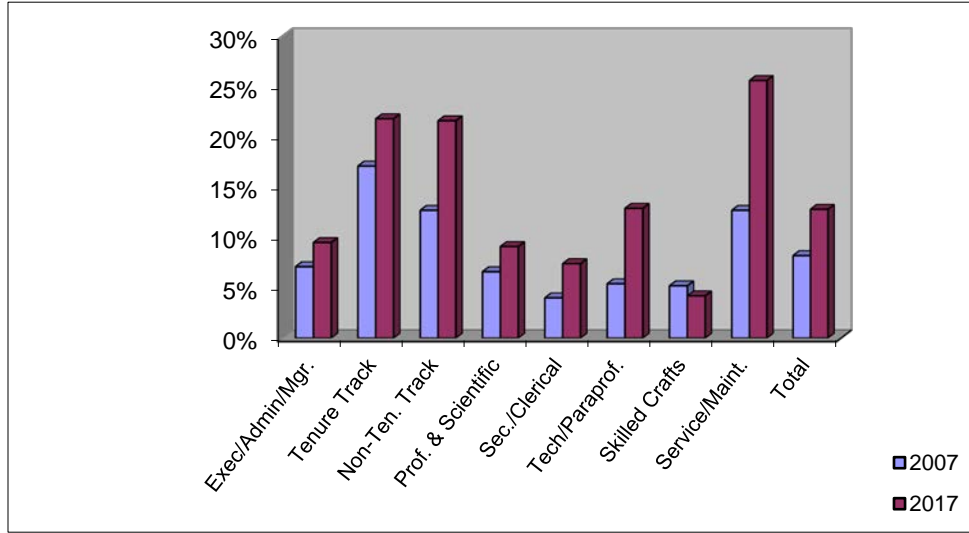
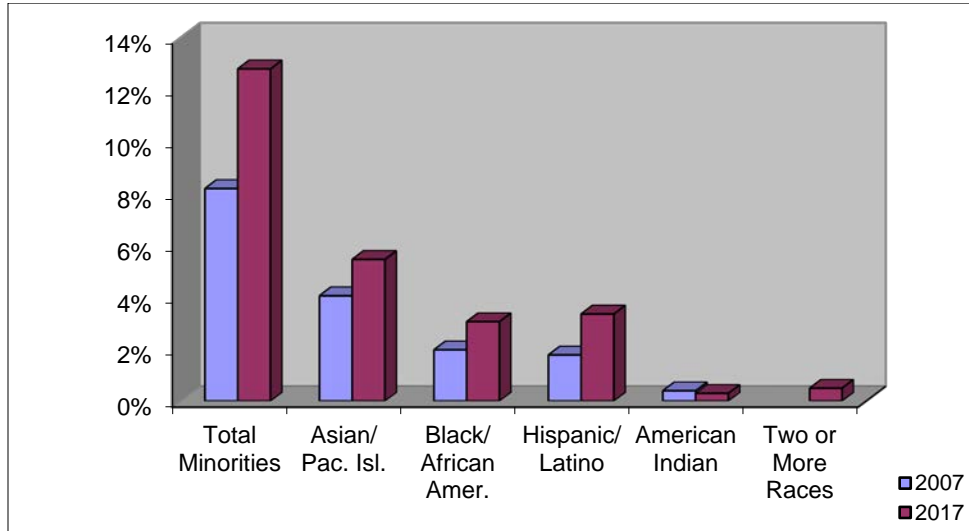


Figure 24
Total Workforce by Race/Ethnicity
October 1, 2007 – November 1, 2017



B. Faculty and Staff by Disability and Veteran Status, 2007 – 2017

Employees may self-report disability and veteran status to the university at the time of appointment, and may update or correct this information at any time. Since 2007, the number of faculty and staff who reported having a disability has increased by 43 individuals (53.8 percent); this increase is likely attributable in part to a re-survey of the workforce in Fall 2016.

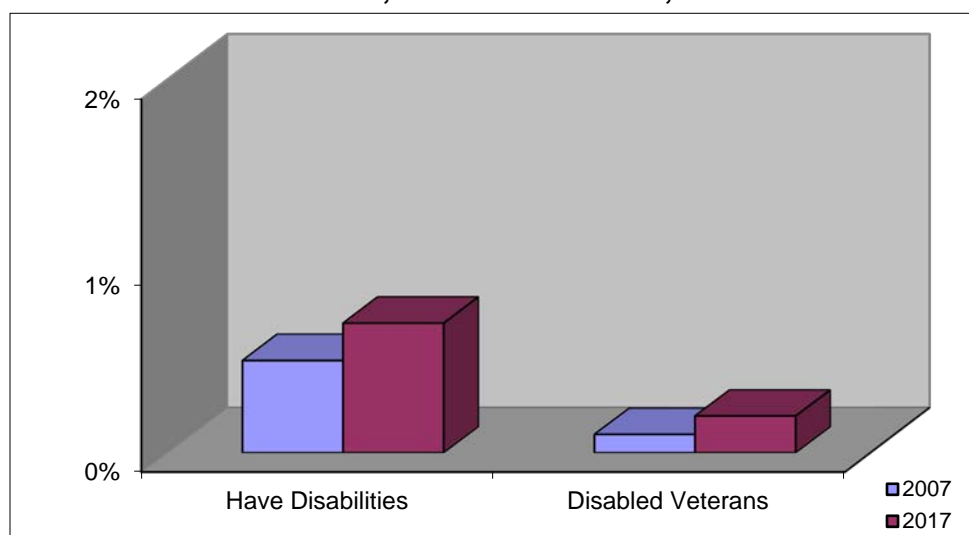
The number of faculty and staff who self-identified as disabled veterans increased by 15 (71.4 percent) during the ten-year period. In 2009, the university modified the categories of veteran status to comply with changes in reporting requirements to the U.S. Department of Labor. As a result, direct comparisons between 2007 and 2017 data are not possible for several of the veteran categories. The changes are as follows:

- “Vietnam-Era Veteran” is no longer collected
- “Active Duty Wartime/Campaign Badge Veteran” has been expanded and now includes many veterans previously reported as Vietnam-era veterans
- “Armed Forces Service Medal veterans” has been added
- “Recently Separated Veterans” includes those individuals whose discharge date from military service was in the previous three years

Table XX
Faculty and Staff by Disability and Veteran Status
October 1, 2007 – November 1, 2017

Year	Total Faculty & Staff	Faculty & Staff with Disabilities	Disabled Veterans	Vietnam-Era Veterans	Wartime/Campaign Badge Veterans	Armed Forces Service Medal Veterans	Recently Separated Veterans
2007	14,993	80 0.5 %	21 0.1 %	332 2.2 %	327 2.2 %	n/a	n/a
2017	18,359	123 0.7 %	36 0.2 %	n/a	411 2.2 %	96 0.5 %	5 < 0.1 %
Net Change	+3,366 +22.5 %	+ 43 + 53.8 %	+ 15 + 71.4 %	n/a	+ 84 + 25.7 %	n/a	n/a

Figure 25
Faculty and Staff by Disability and Veteran Status
October 1, 2007 – November 1, 2017



C. Tenured/Tenure Track Faculty by Sex and Race/Ethnicity, 2007 - 2017

The number of tenured/tenure track faculty decreased by 115 (7.7 percent) over the ten-year period, from 1,485 in 2007 to 1,370 in 2017. However, the numbers of female and racial/ethnic minority tenured/tenure track faculty increased over this time period, women by 3.7 percent and minorities by 17.7 percent.

Table XXI
Tenured/Tenure Track Faculty by Sex and Race/Ethnicity
October 1, 2007 – November 1, 2017

Year	Tenured/ Tenure Track Faculty	Women	Total Minorities	Asian/ Pacific Islander	Black/ African- American	Hispanic/ Latino	American Indian/ Alaska Native	Two or More Races
2007	1,485	432 29.1 %	254 17.1 %	163 11.0 %	37 2.5 %	47 3.2 %	7 0.5 %	n/a
2017	1,370	448 32.7 %	299 21.8 %	198 14.5 %	29 2.1 %	62 4.5 %	2 0.1 %	8 0.6 %
Net Change	- 115 - 7.7 %	+ 16 + 3.7 %	+ 45 + 17.7 %	+ 35 + 21.5 %	- 8 - 21.6 %	+ 15 + 31.9 %	- 5 - 71.4 %	+ 8 n/a

Figure 26
Tenured/Tenure Track Faculty by Sex
October 1, 2007 – November 1, 2017

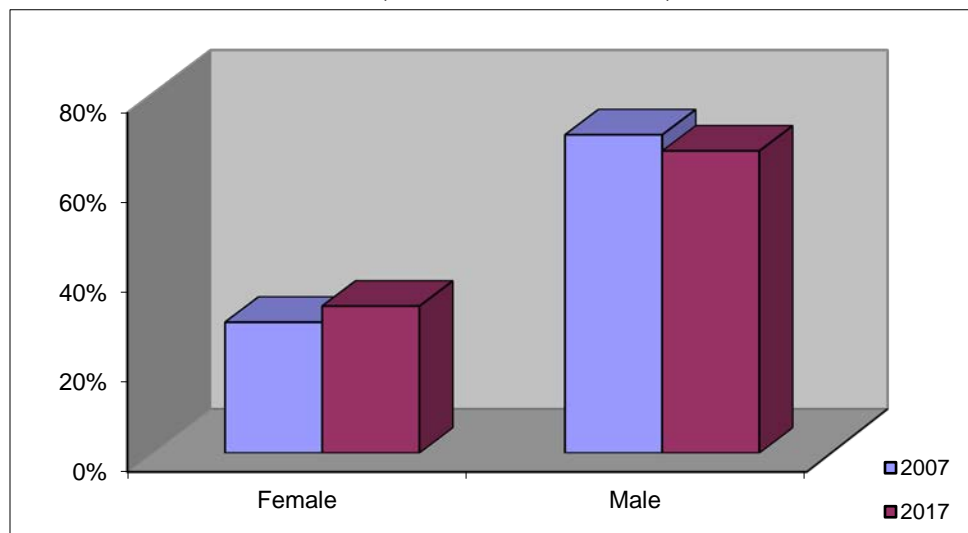
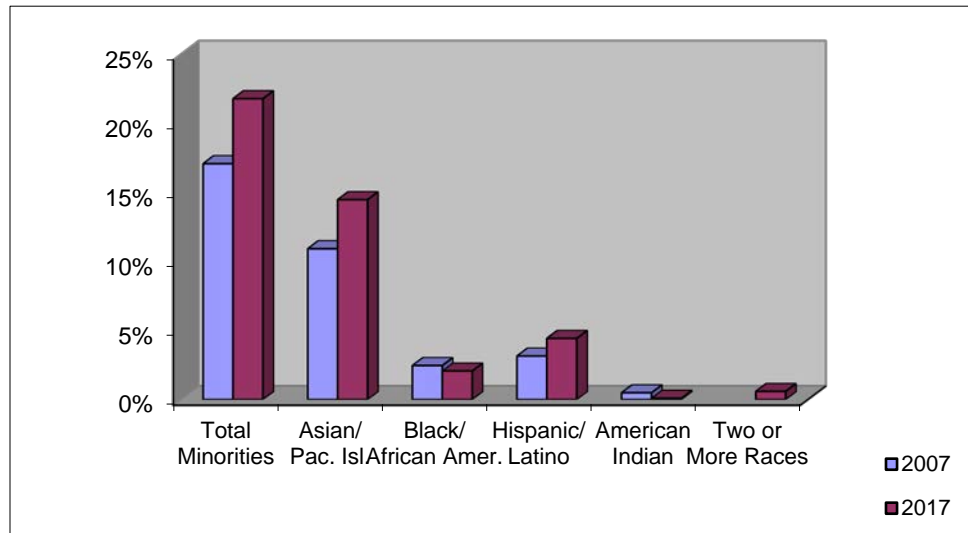


Figure 27
Tenured/Tenure Track Faculty by Race/Ethnicity
October 1, 2007 – November 1, 2017



D. Clinical Track Faculty by Sex and Race/Ethnicity, 2007 - 2017

The clinical track faculty has grown by 89.0 percent in the last ten years, from 427 in 2007 to 807 in 2017. Clinical track positions are included in the Non-Tenure Track Faculty POA group. The growth of this POA group is directly related to the increase in clinical track appointments.

The number of women on the clinical track increased from 162 (37.9 percent) in 2007 to 390 (48.3 percent) in 2017. Over the ten-year period, the number of minorities on the clinical track increased from 45 (10.5 percent) to 197 (24.4 percent).

Table XXII
Clinical Track Faculty by Sex and Race/Ethnicity
October 1, 2007 – November 1, 2017

Year	Clinical Track Faculty	Women	Total Minorities	Asian/Pacific Islander	Black/African-American	Hispanic/Latino	American Indian/Alaska Native	Two or More Races
2007	427	162 37.9 %	45 10.5 %	25 5.9 %	8 1.9 %	10 2.3 %	2 0.5 %	n/a
2017	807	390 48.3 %	197 24.4 %	130 16.1 %	18 2.2 %	44 5.5 %	1 0.1 %	4 0.5 %
Net Change	+ 380 + 89.0 %	+ 228 + 141 %	+ 152 + 338 %	+ 105 + 420 %	+10 +125 %	+ 34 + 340 %	- 1 - 50.0 %	+4 n/a

Figure 28
Clinical Track Faculty by Sex
October 1, 2007 – November 1, 2017

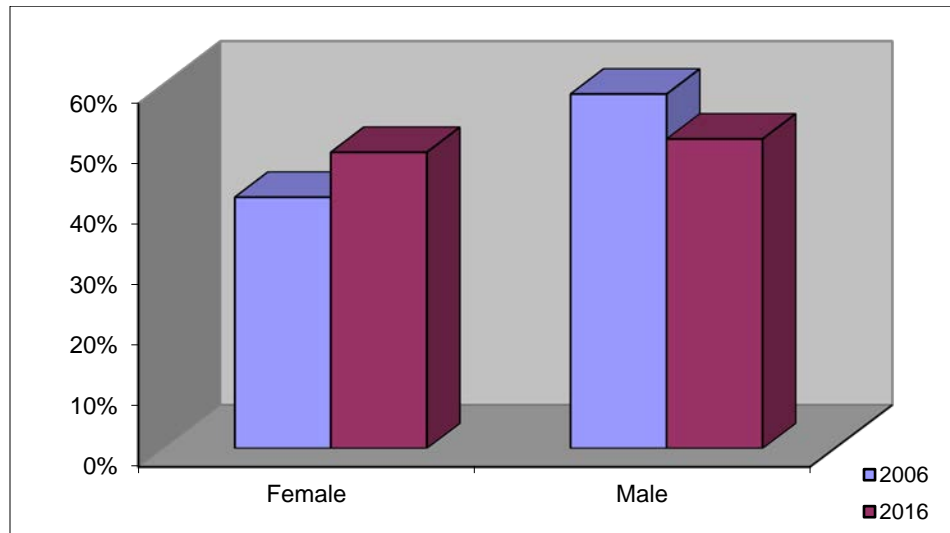
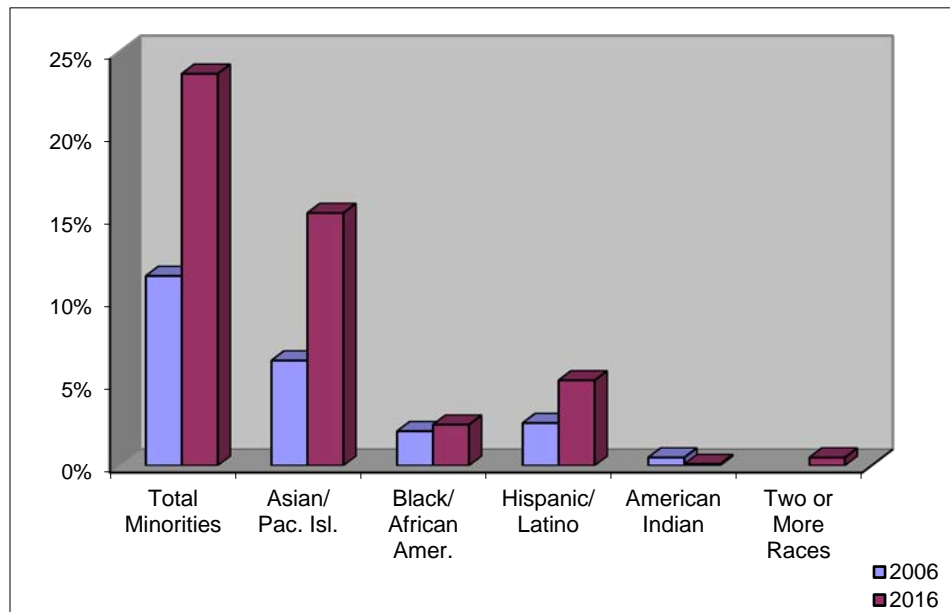


Figure 29
Clinical Track Faculty by Race/Ethnicity
October 1, 2007 – November 1, 2017



VIII. FIVE-YEAR AND TEN-YEAR COMPARISON SUMMARY

Table XXIII

The University of Iowa Workforce by Primary Occupational Activity Group, Sex, and Minority Status in 2007, 2012, and 2017

Primary Occupational Activity (POA) Group	September 30, 2007					October 31, 2012					October 31, 2017				
	Total Work-force	Women	% of Total	Minorities	% of Total	Total Work-force	Women	% of Total	Minorities	% of Total	Total Work-force	Women	% of Total	Minorities	% of Total
Executive, Administrative, and Managerial Staff	351	130	37.0%	25	7.1%	353	132	37.4%	18	5.1%	380	179	47.1%	36	9.5%
Tenured/Tenure Track Faculty	1,485	432	29.1%	254	17.1%	1,474	491	33.3%	292	19.8%	1,370	448	32.7%	299	21.8%
Non-Tenure Track Faculty	655	312	47.6%	83	12.7%	895	436	48.7%	180	20.1%	1,257	642	51.1%	271	21.6%
Professional and Scientific Staff	7,165	5,064	70.7%	476	6.6%	8,257	5,879	71.2%	635	7.7%	10,576	7,621	72.1%	966	9.1%
Secretarial and Clerical Staff	2,588	2,207	85.3%	104	4.0%	2,017	1,705	84.5%	98	4.9%	1,468	1,196	81.5%	109	7.4%
Technical and Paraprofessional Staff	444	284	64.0%	24	5.4%	634	471	74.3%	57	9.0%	828	644	77.8%	107	12.9%
Skilled Crafts Staff	403	33	8.2%	21	5.2%	366	23	6.3%	19	5.2%	355	19	5.4%	15	4.2%
Service and Maintenance Staff	1,902	1,046	55.0%	242	12.7%	1,798	951	52.9%	320	17.8%	2,125	1,170	55.1%	545	25.6%
Total	14,993	9,508	63.4%	1,229	8.2%	15,794	10,088	63.9%	1,619	10.3%	18,359	11,919	64.9%	2,348	12.8%

**REPORT TO THE BOARD OF REGENTS
STATE OF IOWA**

Annual Affirmative Action Progress
and Diversity Report
January 2018

TABLE OF CONTENTS

EXECUTIVE SUMMARY.....3

KEY PROGRAMMING.....4

EXECUTIVE SUMMARY

Iowa State University has prepared this Affirmative Action Progress Report to describe the progress made this past year in the areas of affirmative action and diversity. This Executive Summary explains the role diversity and inclusion play at Iowa State University and provides an overview of the changes in underrepresented groups in the faculty and staff. Additionally, this report summarizes programmatic efforts to promote diversity among faculty, staff, and students.

With nearly 37,000 students and more than 6,000 faculty and staff, Iowa State University is proud to educate and employ a diverse community. The Division of Diversity and Inclusion supports a broad range of students, faculty, staff, alumni and community constituents to build a model of inclusion that impacts every aspect of campus life and gives voice to all members of the university community. Our aim is to promote critical thinking, the responsible management of people, professional skills development, innovation in research, teaching and learning, and the constructive expression of divergent viewpoints.

The division has led inclusion efforts at Iowa State University in the midst of perhaps one of the most contentious times in higher education in the United States. We are guided by Goal 4 of the Iowa State University 2017-2022 Strategic Plan: *Continue to enhance and cultivate the ISU Experience where faculty, staff, students, and visitors are safe and feel welcomed, supported, included, and valued by the university and each other.* Detailed within this report, the reader will find useful information related to the scope of Iowa State University's diversity efforts. Members of the Division of Diversity and Inclusion will continue to work closely with a broad range of partners to evaluate existing efforts, eliminate redundancies, scale-up promising practices, and encourage new initiatives. Strategic diversity leadership is essential to fully capitalize the value of diversity as it relates to institutional excellence.

Our efforts to establish positive internal and external relationships with individuals, businesses, community based organizations and governmental agencies are in support of the mission of Iowa State University. As the land-grant institution in the very first state to adopt the Morrill Act, Iowa State University wholeheartedly supports the mission of sharing knowledge beyond the campus borders and our efforts within the division are aimed at enhancing the living, working, and learning experiences from central campus throughout Central Iowa and beyond.

KEY PROGRAMMING

Iowa State University strives to support key programs to cultivate the hiring, retention, mentoring, satisfaction, advancement, promotion, and leadership of underrepresented minority and women educators, and the following list details a representative group of those offerings. Note that while this list of institutional, key programming is broad, the list is not all inclusive (e.g., many academic colleges, departments, and vice-presidential units have developed local programming to support underrepresented minority and women educators, in addition).

1. **Emerging Leaders Academy.** The Office of the Senior Vice President and Provost (SVPP) continues to support its leadership development program, the Emerging Leaders Academy, in place since January 2009. The program aims to develop depth of leadership skills among faculty and staff, as well as to diversify the potential pool of leadership candidates at ISU. Underrepresented and women faculty and staff are especially encouraged to apply. Presently, over 180 faculty and staff have been trained in leadership, teamwork, communication, fiscal responsibility, diversity, management and public accountability.
2. **ISU ADVANCE.** This is the university's flagship program dealing with faculty equity and diversity issues. ADVANCE has been able to develop initiatives, programming, and materials to address diversity among the faculty ranks in STEM fields at ISU. Since 2011, ADVANCE has broadened its scope beyond STEM to engage all faculty, with particular emphasis on the advancement of women and underrepresented faculty across all colleges. In 2013, the SVPP charged each academic college with appointing an Equity Advisor to provide training to faculty search committees and to develop programming in support of the needs of faculty in each college. Programming targeted by Equity Advisors centers around improving departmental climate, faculty promotion and retention and work-life balance. ADVANCE is also leading a Departmental Enhancement Program for departments that: 1) are preparing to undergo program review, 2) have just undergone a program review and are working to implement recommendations, or 3) are undergoing a leadership transition. The Departmental Enhancement Program pilot assists department faculty with identifying and addressing barriers to transparency within department culture. The university depends on the quality of the materials and programming that ADVANCE has produced to define diversity conversations among ISU faculty.
3. **COACHE Survey of Faculty Satisfaction.** The most recent COACHE survey was administered during AY2016-17. The goal is to survey all full-time faculty – regardless of appointment type or rank – every three to four years. We achieved excellent results in the recent bi-annual COACHE survey of faculty climate, with 10 areas of strength, and no areas of concern identified as compared to our peer universities. The SVPP Office has been proactive and diligent with emphasis on fair faculty work-life policies, and on faculty professional development; the results of the survey reflect this.
4. **Women's and Diversity Grant Program.** Funds administered by the Vice President for Diversity and Inclusion (VPDI) Office support initiatives that enrich the experiences of women faculty, staff and students and people of color at ISU. Funded proposals are expected to target education, research, and outreach in order to positively impact and advance faculty, staff, and student women, minorities and under-represented groups at Iowa State University. For FY2017-

18, 11 projects totaling \$50,000 were awarded to enhance gender equity and diversity initiatives.

5. **Diversifying the Faculty.** The SVPP Office continues to financially support the recruitment and retention of excellent faculty by specifically funding requests from colleges and departments for dual-career partner support and to support hires that diversify the faculty. Currently, over 230 faculty couples have been retained due to the support of this program.

The ADVANCE Equity Advisors, in collaboration with the Office of Equal Opportunity, further contribute to these efforts by providing training on inclusive faculty searches to department and college search committees.

6. **Mentoring.** The mentoring of faculty continues to be an important way for ISU to ensure that a diverse faculty succeeds at ISU. In addition to a one-on-one mentoring program that involves all first year faculty, the Provost supports college-level peer mentoring programs. A peer-mentoring program ensures that each college has appointed a senior faculty member to serve as a peer mentoring coordinator for the first-year faculty in the college. Programming throughout the semester on issues of mentoring, promotion, scholarship, and work-life management further builds a sense of community among the first-year cohort. The Provost's Office provides support for the New Faculty Scholars Program (in collaboration with the Center for Excellence in Learning and Teaching, CELT), and subscribes to a virtual-mentoring program through the *National Center for Faculty Development and Diversity (NCFDD)*. Institutional membership in the *NCFDD* allows all faculty, post-docs, and graduate students to participate in the virtual mentoring events and opportunities at no cost.
7. **Vice President for Diversity and Inclusion Council.** The VPDI Council provides insight and counsel to the vice president. Using the shared governance model of leadership, council members represent the interests of a diverse cross section of the Iowa State University community. The council meets monthly to discuss both national and local challenges, opportunities, and priorities for the university related to diversity, equity and inclusion. Chaired by the Vice President for Diversity and Inclusion, the Council assists with the design of new policies; improved recruitment and increased retention of students, faculty and staff; and the advancement of equity.
8. **Women's Leadership Consortium (WLC).** The WLC brings together the leaders of women's programs and services on the Iowa State University campus. The Consortium's mission is to facilitate coordination of programs and initiatives; to serve as a resource to administration; and to encourage the advancement of women into leadership positions. The WLC is supported by the VPDI Office.
9. **Iowa Network for Women in Higher Education (WHE).** The Associate Provost for Faculty works with the Iowa Network to encourage more women to consider leadership in higher education. The primary goal of the Iowa Network (affiliated with the American Council on Education) is to facilitate the development of women leaders in higher education, through conversations, collaborations, and mentoring across the state. IOWAWHE is committed to fostering diversity in higher education leadership with regard to race, gender, ethnicity, sexual orientation, and physical ability. IOWAWHE offers a women's leadership conference each spring at one of the institutions of higher education in the state. ISU continues to play an important role in the leadership of the Iowa Network.

10. Women's Empowerment Leadership Conference (WE LEAD)

The Program for Women in Science and Engineering partnered with the Student Activities Center, Carrie Chapman Catt Center for Women in Politics, and the Margaret Sloss Women's Center to provide a day-long leadership conference and networking opportunities for 100 undergraduate and graduate women. Throughout the day, students engaged in sessions such as: micro-aggressions and micro-inequities, gender differences, taking risks, the impostor syndrome, and becoming confident leaders. Additionally, students participated in panels and networking activities with industry professionals and ISU professionals

11. **Child Care Resources.** This unit within University Human Resources supports Iowa State University families by linking them with professional programs and services that can help meet their child care needs. The university childcare consultant is available to assist families in accessing on campus and community-based services. The university supports two child care centers located on campus, University Community Childcare in Pammel Court and the University Child Care Center at Veterinary Medicine. In addition to these full-time programs, the university supports several other childcare initiatives including care for mildly ill children, part-time childcare for student families, and a family child care infant network.
12. **Faculty and Staff Associations.** The University continues to support the development and growth of several Faculty and Staff Associations (FSA) and the FSA Council, a collective of leaders from each of the FSAs. FSAs include the American Indian Faculty & Staff Council, Asian American and Pacific Islander Faculty & Staff Association, Black Faculty & Staff Association, Colegas (the Latino Faculty and Staff Association, Jewish Faculty and Staff Association, and LGBTQA+ Faculty & Staff Association. FSAs are designed to cultivate and connect Iowa State's diverse faculty and staff populations to each other and with the greater university community. These groups support recruitment and retention by addressing social and professional components essential to an enhanced quality of life for faculty and staff from underrepresented communities. FSAs align with the university's strategic goals by positively impacting the ongoing effort to create and support a more inclusive campus community. All FSAs are supported by the VPDI Office.
13. **University Committee on Women (UCW).** The University Committee on Women (UCW) is a diverse group of women from across the Iowa State University campus that promotes a university climate that fosters the full participation of women faculty, staff and students. UCW is an active and involved network that responds to women's issues including monitoring and improving the number of women in leadership positions at ISU, with special attention to the need for more women department chairs, and also continuing work to improve the climate on campus for women students, staff and faculty. Key responsibilities of the UCW are to advise university administration on issues affecting women and assist in the development of policies and practices that promote the equitable participation and treatment of women employees and students. The VPDI Office supports the work of the UCW.
14. **Strengthening the Professoriate at ISU (SP@ISU).** *Strengthening the Professoriate at ISU* allows ISU to continue efforts to strengthen and diversify faculty and senior scholars by building on good diversity programs around the campus as well as strong policies and central support. The long-term goal is to develop a diverse faculty who integrate their broader impacts efforts with their research enterprise. The program is a collaboration of the SVPP, the Graduate College, and the Vice President for Research. In particular, the SP@ISU

collaboration with the Vice President for Research's Grants Hub is of significance in institutionalizing its role in broadening impacts.

15. **Martin Luther King, Jr. Advancing One Community Awards.** Each January the Iowa State University community observes the birthday of Dr. Martin Luther King, Jr. with a campus-wide celebration and the recognition of individuals and groups who have followed the principles of Dr. Martin Luther King, Jr. The Advancing One Community Awards, coordinated by the VPDI Office, recognize recipients' efforts to create an inclusive university community that embraces justice and equity.

Annual Report on Affirmative Action To the Board of Regents, State of Iowa

University of Northern Iowa
Office of Compliance and Equity Management
January 2018

Submitted by Leah Gutknecht
Assistant to the President for Compliance and Equity Management & Title IX Officer

**Annual Report on Affirmative Action
To the Board of Regents, State of Iowa
University of Northern Iowa
January 2018**

I. INTRODUCTION.

The University of Northern Iowa (UNI) is committed to a policy of equal opportunity in employment, retention, and advancement of employees without regard to age, color, creed, disability, ethnicity, gender identity, genetic information, marital status, national origin, political affiliation, race, religion, sex, sexual orientation, veteran or military status, or any other basis protected by federal and/or state law, except in rare instances where sex may be a bona fide occupational requirement of the applicant, and to a policy of affirmative action for protected classes. Affirmative action entails special efforts by the University community to recruit and hire protected class members throughout the University, proportionate to their availability in the relative labor market. This includes the provision of a campus environment that is free from illegal discrimination and harassment, and applies to the recruitment, appointment, and promotion of persons in all employment groups.

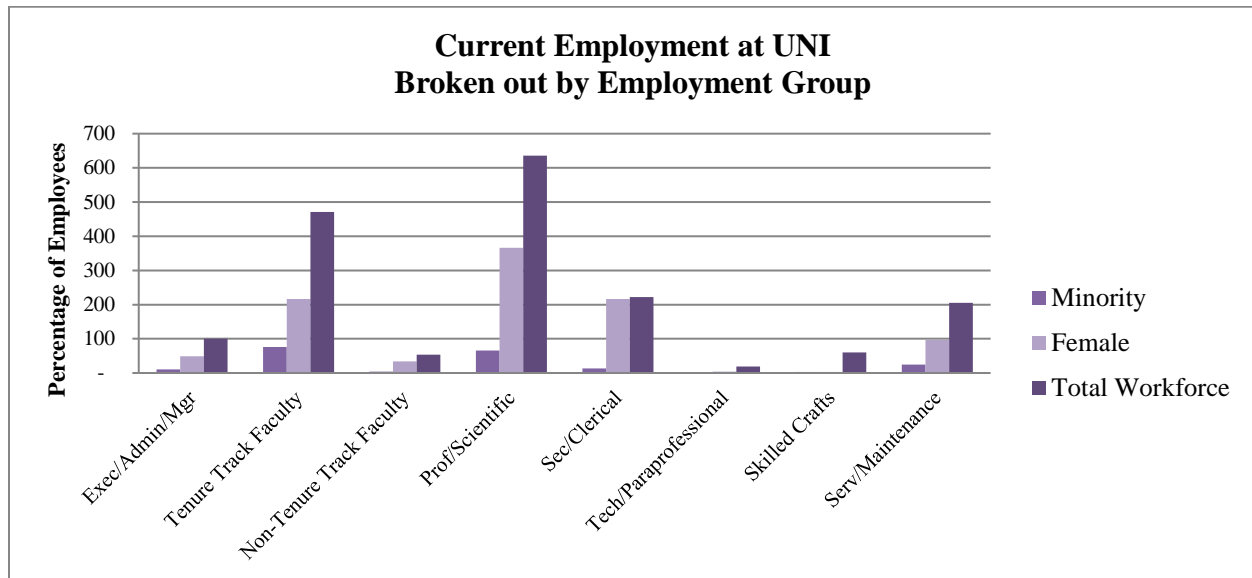
This report presents recent employment activities at UNI. The data in this report are compiled according to Board of Regents, State of Iowa guidelines, and include all non-temporary, full-time, and part-time employees working 50 percent time or more as of October 1, 2017. The categories used for the job groupings are determined by federal guidelines. It is important to note that other reports generated for other University purposes will use different data sources, definitions, and groupings of employees. Care should be taken in attempts to compare data from this report with other UNI workforce reports.

II. OVERVIEW.

As of October 1, 2017, the UNI workforce totals 1,770 non-temporary employees. This includes 985 (55.6%) female employees and 201 (11.4%) minority employees. One year ago, UNI employed 1,791 non-temporary employees, including 998 (55.7%) female employees and 196 (10.9%) minority employees. Total number of employees decreased by 21 (1.2%) from last year; the number of females decreased by 13 (1.3%); and the number of minorities increased by five (2.6%).

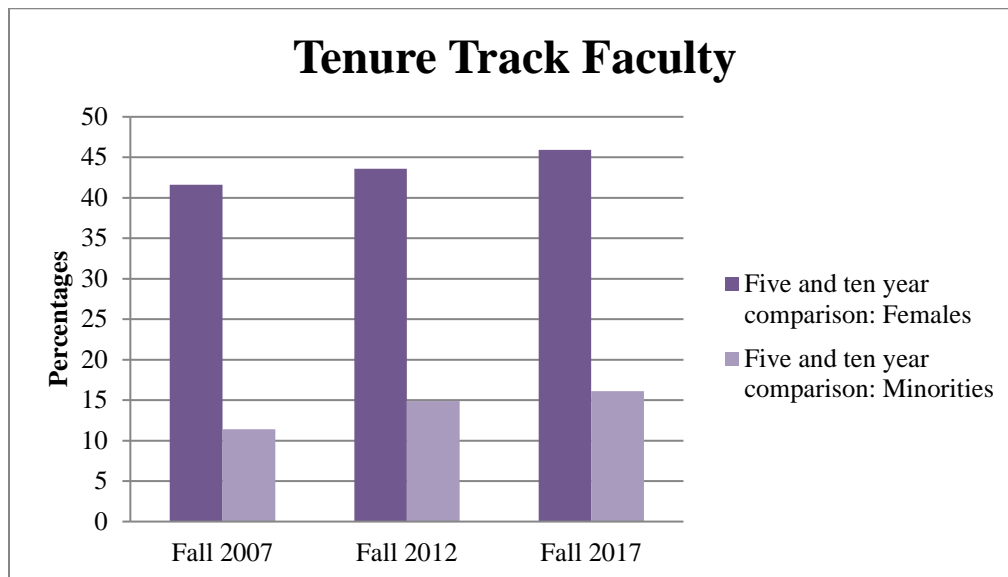
Five- and ten-year comparisons for the overall workforce show progress in both female and minority representation. While the total number of non-temporary employees working at UNI is down by 57 (3.1%) compared to ten years ago, the percentages of female and minority employees have made steady gains over the same period. Females were employed at a rate of 53.7% ten years ago and are now employed at a rate of 55.7% of total employment. The percentage of minority employees has also seen steady growth over the ten-year period, from 9.0% in 2007 to 11.4% in 2017.

The following chart shows current employment levels in each of the employment groups at UNI.



The tenured and tenure track employee group currently employs a total of 471 employees. This represents a decrease of 15 (3.1%) faculty employees from last year. The five- and ten-year comparisons reflect overall gains in the proportion of both females and minorities in the tenured and tenure track faculty group. While the overall number of tenured and tenure track employees has decreased 11.8% from 534 to 471 over the past ten years, female representation has increased from 41.6% to 45.9%. Minority representation in the tenured and tenure track employee group rose from 11.4% to 16.1% over the same ten-year period.

The following chart compares ten-, five-, and current-year percentages of female and minority tenure track faculty at UNI.



III. EQUAL EMPLOYMENT OPPORTUNITY ACTIONS.

In FY17, a total of 320 searches were initiated. This marks a 5% increase from the total number of searches in FY16. Of the 320 FY17 searches, 238 (74%) were for non-temporary employment.

Faculty Non-Temporary Searches. Forty-one (41) non-temporary faculty searches were initiated in FY17:

- 7 academic administrators;
- 22 tenure-track appointments; and
- 12 term appointments

The number of non-temporary faculty searches initiated in FY17 increased by a total of 14 searches from 27 the previous year, a 52% increase.

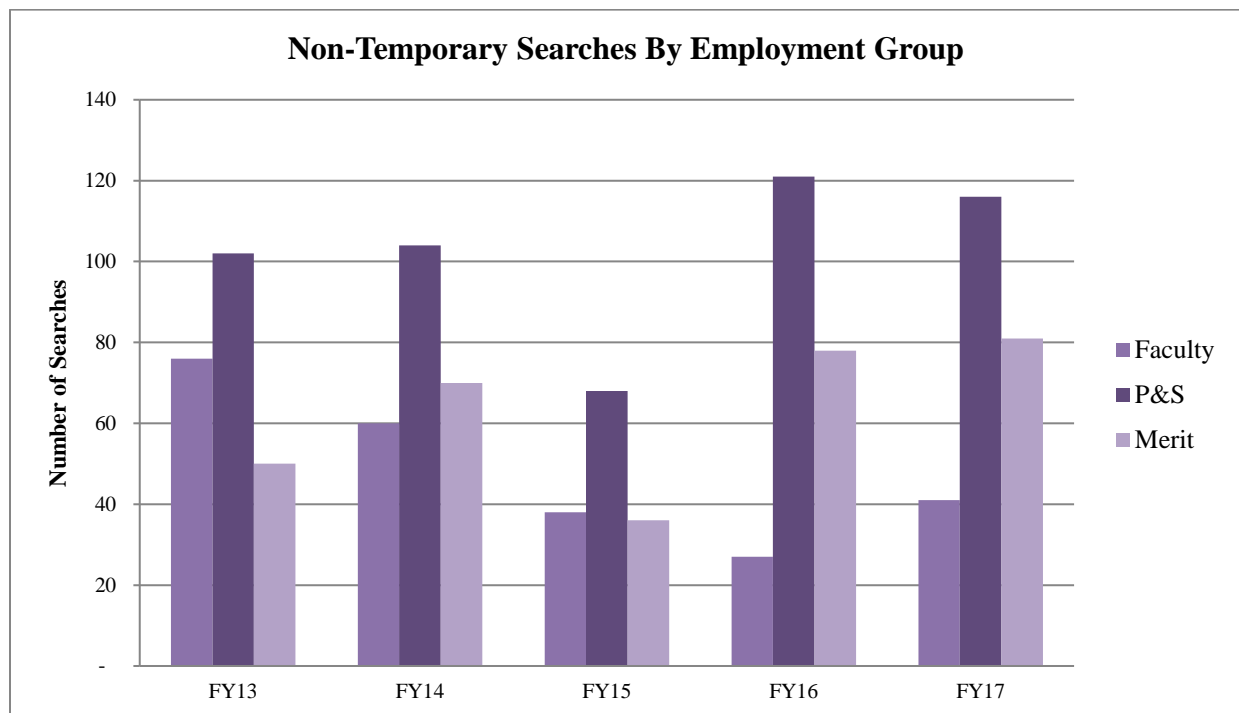
P&S Non-Temporary Searches. One hundred sixteen (116) non-temporary P&S searches were initiated in FY17:

- 60 probationary appointments;
- 27 term appointments;
- 11 contract (coach) appointments; and
- 18 annual appointments.

The number of P&S searches initiated in FY17 decreased by a total of five searches, a 4% decrease from FY16.

Merit Non-Temporary Searches. Eighty-one (81) Merit searches were initiated in FY17 as compared to 78 in FY16, an increase of 4%.

The five-year history of searches by employment group are shown in the graph below.



IV. 2016-17 HIRING GOAL ATTAINMENT BY EMPLOYMENT GROUP.

The following table shows 2016-17 hiring goals for women and minorities by job groups. Actual numbers hired are shown in parentheses. *Numbers do not reflect any losses experienced during the same time period.*

Employment Group (with total number hired)	2016-17 Goal		Achieved?	
	Minority	Female	Minority	Female
Executive/Administrative/Managerial (6)	4	4	No (2)	Yes (4)
Faculty (Tenured and Tenure Track) (19)	9	9	No (8)	Yes (12)
Faculty (Term) (6)	2	0*	No (0)	-
Professional/Scientific (109)	9	0*	Yes (19)	-
Secretarial/Clerical (13)	0*	3	-	Yes (13)
Technical/Paraprofessional (2)	0*	0*	-	-
Skilled Craft (4)	0*	0*	-	-
Service/Maintenance (71)	0*	0*	-	-
Total (191)	24	16	Yes (29)	Yes (29)

*The fact that a numerical goal is not indicated is not to be interpreted as UNI being relieved of any commitment toward furthering our goal of a diverse workforce.

V. LOOKING AHEAD: 2017-18 HIRING GOALS BY EMPLOYMENT GROUP.

As part of our commitment to affirmative action, UNI conducts an annual availability analysis to establish a benchmark against which the demographic composition of UNI's workforce may be compared. Through this analysis, the University is able to determine whether barriers to equal employment opportunity exist within particular job groups.

The availability analysis for each job group examines two potential areas of availability: individuals with the requisite skills outside the institution (external availability) and those within the institution who are promotable, transferable and/or trainable (internal availability). Recruitment areas vary by job group, but are determined by a combination of national, state, and local census data, as well as internal feeder positions and reasonable paths of progression. Finally, where a job group is composed of different job titles that carry different availability rates, a composite availability figure is calculated and then weighted accordingly.

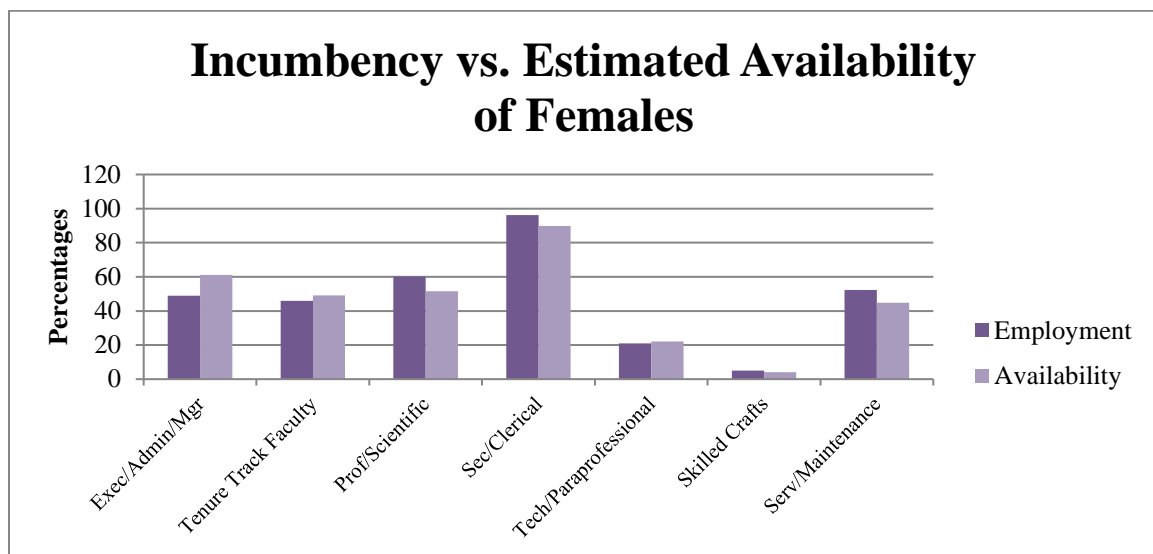
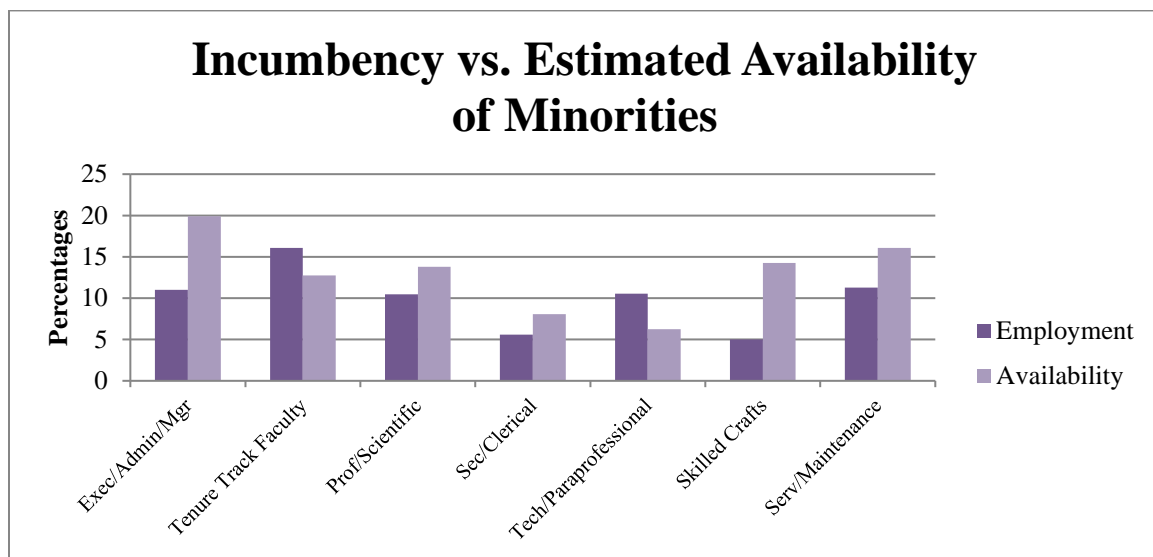
The representation of minorities and women in each job group is compared with the availability analysis of the respective job group. Where actual representation is less than the calculated availability, a statistical test identifies whether the difference is greater than could reasonably be expected. The comparison of availability with actual representation (incumbency) is then reviewed for statistical significance. UNI establishes placement goals where the actual representation of women or minorities in a job group is less than would be reasonably expected based on calculated availability.

In establishing placement goals, the following principles are applied:

- When the percentage of minorities or women employed in a particular job group is less than would reasonably be expected given their availability percentage in that job group, UNI establishes a placement goal at least equal to the availability figure derived for women or minorities, as appropriate, for that job group.
- Placement goals are not quotas that must be met, nor are they to be considered as either a ceiling or a floor for the employment of particular groups.

- In all employment decisions, UNI makes selections in a nondiscriminatory manner. Placement goals do not provide a justification to extend a preference to any individual, select an individual, or adversely affect an individual's employment status on the basis of that individual's age, color, creed, disability, ethnicity, gender identity, genetic information, marital status, national origin, political affiliation, race, religion, sex, sexual orientation, or veteran or military status.
- Placement goals do not create set-asides for specific groups, nor are they intended to achieve proportional representation or equal results.
- Placement goals are not used to supersede merit selection principles, nor do these placement goals require UNI to hire a person who lacks qualifications to perform the job successfully or hire a less-qualified person in preference to a more-qualified one.

Taking into account both external and internal availability, the availability analyses by job group are reflected in the charts below. The first chart shows minority employment and availability, followed by female employment and availability in the second chart.



The factors described previously are reflected in the goals established for the 2017-18 hiring year as shown in the following table.

Employment Group	2017-18 Goals	
	Minority	Female
Executive/Administrative/Managerial	8	10
Faculty (Tenured and Tenure Track)	0*	0*
Faculty (Term)	0*	0*
Professional/Scientific	23	0*
Secretarial/Clerical	5	0*
Technical/Paraprofessional	0*	0*
Skilled Craft	5	0*
Service/Maintenance	18	11
Total	66	21

*The fact that a numerical goal is not indicated is not to be interpreted as UNI being relieved of any commitment toward furthering our goal of a diverse workforce.

VI. EFFORTS REGARDING INDIVIDUALS WITH DISABILITIES AND PROTECTED VETERANS.

The Office of Federal Contract Compliance Programs (OFCCP) published Final Rules which made substantial changes to Section 503 of the Rehabilitation Act and Vietnam Era Veterans Readjustment Assistance Act (VEVRAA) regulations that impose significant new reporting, administrative, and affirmative action obligations on federal contractors, such as UNI. Section 503 provides for protection for individuals with disabilities (IWD), while VEVRAA protects and defines protected veterans (PV).

The first phase of changes became effective March 24, 2014, and included listing all temporary and non-temporary vacancies with Iowa Workforce Development and an updated EEO tagline used in recruitment advertisements. The second phase of changes were rolled out to coincide with the University's affirmative action plan (AAP) year which began on October 1, 2014. The second phase changes include:

- A modified search process is now used for temporary and adjunct positions;
- Applicants and new employees are invited to self-identify as individuals with disabilities and/or protected veterans, and a survey of current employees was conducted to collect baseline information on disability and protected veteran status;
- Advertising sources that target individuals with disabilities and protected veterans are required for all searches;
- A 7% utilization goal for individuals with disabilities was used to provide accountability for the outreach efforts during the 2016-17 AAP year; and
- A 6.7% benchmark was used to measure the hiring of protected veterans during the 2016-17 AAP year.

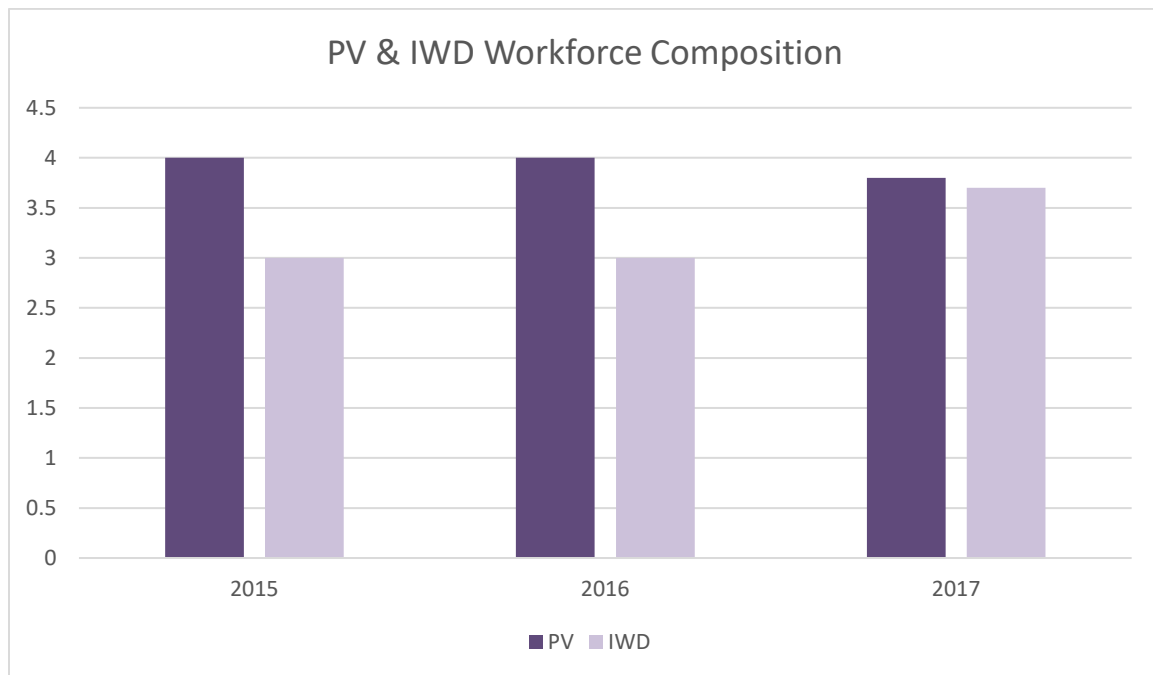
Employees involved in the search process are required to participate in training offered by Human Resource Services and the Office of the Provost.

New regulations also require UNI to analyze the applicant and outreach data collected throughout the Plan year. Data collection and analysis is done to measure the effectiveness of the advertising sources targeted at individuals with disabilities and protected veterans over the course of the past year. Results indicate the previous year advertising and outreach efforts did

not yield a desirable number of individuals with disabilities or protected veterans.

- As of September 30, 2017, 3.7% of UNI's workforce identified as individuals with disabilities as compared to the 7% utilization goal established by the OFCCP; and
- As of September 30, 2017, 3.8% of UNI's workforce identified as protected veterans as compared to the 6.7% benchmark established by the OFCCP.

UNI has remained fairly consistent in workforce composition in these two areas over the last three years of reporting, with a slight rise in the employment of individuals with disabilities. Regular evaluation of outreach efforts will continue and adjustments will be made as new opportunities are discovered.



**Iowa School for the Deaf
Annual Diversity Report
November 1, 2016 – October 31, 2017**

The Iowa School for the Deaf employed 126 full-time and part-time employees on October 31, 2017. This is a decrease of 2 employees compared with October 31, 2016.

The October 31, 2017 breakdown of ISD employees compared to October 31, 2016, is as follows:

CATEGORY	# EMPLOYEES		% OF POPULATION		2017 % CHANGE
	2017	2016	2017	2016	
Male-Majority	35	36	27.8%	28.1%	-0.3%
Female-Majority	87	88	69.0%	68.8%	0.2%
Male-Minority	2	3	1.6%	2.3%	-0.7%
Female-Minority	2	1	1.6%	0.8%	0.8%

The following are the goals ISD established for last year:

**Iowa School for the Deaf
Affirmative Action Hiring Goals
November 1, 2016 – October 31, 2017**

Category	Projected Vacancies	Female Majority	Female Minority	Male Minority
Exec/Adm/Mgmt				
Faculty-Tenured				
Faculty-Non-Tenured	1			
Professional/Scientific				
Secretarial/Clerical				
Tech/Paraprofessional				
Skilled Crafts				
Service/Maintenance	1		1	

Executive/Administrative/Managerial:

There have been no changes to the composition of this group this year.

Faculty Tenure Track:

There are no employees in the Faculty-Tenured Track. This is unchanged from the previous year.

Faculty Non-Tenure Track:

This group had three female majority members leave ISD. One female minority and two female majority employees were hired to this group.

Professional and Scientific:

Over the course of this year, three majority members left this employment group. Three majority members were hired into this group.

Secretarial/Clerical:

One female majority members left this group and one was hired.

Technical/Paraprofessional:

This group lost two majority members and hired one majority member.

Skilled Crafts:

There were no changes to this group during the year.

Service Maintenance:

We had a goal to hire a female minority member in this category. We did accomplish this goal. Three majority members and one male minority employee left the group. Two additional hires were majority employees.

Summary:

The Iowa School for the Deaf established one affirmative action goal for last year. One goal was to add a female minority to the Service/Maintenance category. This goal was not accomplished. However, ISD did hire one female minority member to the faculty group.

Iowa School for the Deaf believes it is important to have a diverse group of employees on our campus. As an education facility for deaf and hard of hearing children, deaf and hard of hearing staff members are also very important. Traditionally, it has been difficult to recruit deaf professionals to this area of the country. 27 percent of our current employees are deaf or hard of hearing. This is the highest percentage of deaf employees we have since 1998 when this data has been regularly gathered.

Recruiting for specialized deaf education positions is extremely difficult. ISD will continue to work for applicant pools which represent a diverse cross-section of the population and to ensure all applicants are considered fairly.

Recruiting efforts for ISD positions center around the Omaha/Council Bluffs area for the non-exempt positions. For vacancies in our executive, teaching, and professional

positions, we do nation-wide searches. Routinely, we list positions with the Iowa Workforce, Nebraska Job Service, local and regional newspapers. Additionally, we have contacted local Area Educational Associations; deaf schools; several deaf related Internet sites; colleges that offer programs which match our needs; Teach Iowa – a state-wide site for PreK-12 schools; journals; sign language interpreter registries; and employee referrals. The ISD web-site has been successful in announcing vacancies to a wider population. This web-site and the deaf related internet publications greatly assist us in reaching the highly specialized professional employees we need. However, there is still an extremely limited pool for these positions.

**Iowa School for the Deaf
Affirmative Action Hiring Goals
November 1, 2017 – October 31, 2018**

Category	Projected Vacancies	Female Majority	Female Minority	Male Minority
Exec/Adm/Mgmt				
Faculty-Tenured				
Faculty-Non-Tenured	1			
Professional/Scientific				
Secretarial/Clerical				
Tech/Paraprofessional				
Skilled Crafts				
Service/Maintenance	1			1

ISD will continue to utilize and enhance all the recruiting efforts currently established. We are also hopeful that the ISD website will continue to be an important recruiting tool. We continue to develop contacts and relationships with universities which train professionals to work in deaf education. Hosting deaf education student teachers and practicum students assists us in making contacts with recent graduates in the field.



**Iowa Educational Services for the Blind and Visually Impaired /
Iowa Braille and Sight Saving School
DIVERSITY ANNUAL REPORT
November 1, 2016 - October 31, 2017**

Iowa Educational Services for the Blind and Visually Impaired / Iowa Braille and Sight Saving School continues to offer equal employment opportunities regardless of race, color, national origin, religion, sex, sexual orientation, gender identity, age, marital status and physical or mental disabilities, with or without reasonable accommodation, to all qualified applicants. The school practices affirmative action in its programs, procurement and employment practices. The Iowa Braille School also continues to be in compliance with Section 504. See Appendix A.

Iowa Educational Services for the Blind and Visually Impaired / Iowa Braille and Sight Saving School provides leadership in the field of vision in the State of Iowa through an inter-governmental agreement between the Board of Regents, State Board of Education, the Iowa Department for the Blind and the Association of Area Education Agencies. Collaborative efforts with these agencies and the local education agencies results in service provision to children in Iowa who are blind, visually impaired, deaf-blind, or multi-disabled with a visual impairment, from birth through age twenty-one. Most services are provided throughout Iowa in the local school districts using an itinerant teaching model. Extended school year services are also provided in local school districts. Supplemental special programs are regionalized based on student and parent need and interest. The school also continues to provide short-term programs on the Iowa Braille and Sight Saving School campus.

As of October 31, 2017, the Iowa Braille and Sight Saving School employed 46 Teachers of the Visually Impaired (TVIs) and Orientation and Mobility Specialists (OMS). 7 additional professionals were employed as consultants with expertise in the fields of math, STEM, literacy, technology, special education, family services, and deafblind education. In order to plan for future effective and efficient operation of services for students with sensory impairments in Iowa, the school continues to evaluate a feasibility study to examine the administrative and programmatic functions of the Iowa Braille and Sight Saving School and the Iowa School for the Deaf. The feasibility study is required by Iowa Code §270.10, along with other stipulations, prior to any action that would result in a merger of the schools or closure of either school.

As of October 31, 2017, there were a total of 72 permanent employees. Of those, all 72 were non-minority and 55 were female. We have not asked our staff to disclose any physical disabilities, however, we are aware that 4 faculty were blind or visually impaired. 1 was female and 3 were male. Recruitment and retention of female employees are strengths of the school. Recruitment of vision professionals, in general, is a challenge as there is a national shortage of teachers in the field.

The goal of hiring a minority was not met in 2016/17. Since November 1, 2016, a total of 8 employees were hired through competitive searches. These hires included 7 faculty positions and one professional and scientific position. None of the new hires were of minority status. 6 of the new hires were female. Faculty recruitment postings were advertised nationwide and included a diversity network managed by a major online commercial recruitment resource service. The school's application continues to include an optional information sheet where candidates may choose to self-identify race, sex and/or disability, however, many applicants choose not to complete this information.

The school is a strong proponent of diversity and we desire to have a diverse staff. As we have employment opportunities, we will continue to try to create a more diverse workforce. We are continuing a competitive teacher preparation scholarship program that was implemented to encourage education professionals to enter the field of vision. We currently have 10 individuals in the program. This competitive scholarship program has created the opportunity for us to better recruit minorities from Iowa. This may have a long-range impact on the ability to recruit and retain faculty of a diverse background.

The following chart, notes the Diversity Goals of the Iowa Educational Services for the Blind and Visually Impaired / Iowa Braille and Sight Saving School projected for the period of November 1, 2017 through October 31, 2018.

DIVERSITY ACTION GOALS
November 1, 2017 – October 31, 2018

Iowa Braille School	Number of Projected <u>Vacancies</u>	Numerical Goals:	
		<u>Women</u>	<u>Minorities</u>
01 Exec/Admin/Mgr	0	0	0
02 Faculty	4	0	1
04 Professional	0	0	0
05 Secretarial/Clerical	1	0	0
06 Technical/Paraprofessionals	1	0	0
07 Skilled Crafts	not applicable (not using)		
<u>08 Service/Maintenance</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL	6	0	1

APPENDIX A: Section 504 Compliance

EQUAL EDUCATIONAL OPPORTUNITY FOR STUDENTS AT THE IOWA BRAILLE SCHOOL

The Iowa Braille School will not discriminate in its educational activities on the basis of: race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, or marital status.

The Iowa Braille School requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

The Iowa Braille School is committed to the policy that no otherwise qualified person will be excluded from educational activities on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, or marital status. Further, Iowa Braille School affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment.

Harassment or discriminatory behavior that denies civil rights or access to equal educational opportunities includes comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that intentionally demeans the race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, or marital status of the individual or individuals or creates an intimidating, hostile or demeaning environment for education.

Legal Reference: 20 U.S.C. §§ 1221 et seq. (1988).
 20 U.S.C. §§ 1681 et seq. (1988).
 20 U.S.C. §§ 1701 et seq. (1988).
 42 U.S.C. §§ 12101 et seq. (Supp. 1990).
 34 C.F.R. Pt. 100 (1993).
 Iowa Code §§ 216.9; 256.11, .11A; 280.3 (1995).
 281 I.A.C. 12.

SECTION 504 NOTICE OF NONDISCRIMINATION

Students, parents, employees and others doing business with or performing services for the Iowa Braille School are hereby notified that this school does not discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, or marital status in admission or access to, or treatment in, its programs and activities. Any person having inquiries concerning the school's compliance with the regulations implementing Title VI, Title VII, Title IX, the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), § 504 or Iowa Code § 280.3 is directed to contact:

Superintendent
Iowa Braille School
Old Main
1002 G Avenue
Vinton, IA 52349
319/472-5221

OR

Director of Human Resources
Iowa Braille School
Old Main, Room 130
1002 G Avenue
Vinton, IA 52349
319/472-5221, ext. 1226

who have been designated by the school to coordinate the school's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the IDEA, the ADA, § 504 and Iowa Code 280.3.

GRIEVANCE PROCEDURE

Grievances based upon claims of discrimination based upon disability pursuant to §504 shall follow the procedures set forth in §3.30 of the Iowa Braille School Employee Handbook, with the §504 Coordinator taking the place of the Affirmative Action Officer.

(See Attachment A; §3.30 Grievance Procedure Under Affirmative Action: Race, Color, National Origin, Religion, Sex, Sexual Orientation, Gender Identity, Age, Marital Status or Disability, Title IX, Sexual Harassment)

In addition to or instead of the grievance procedures, students and their parents may also have a right to pursue an impartial hearing.

GRIEVANCE FORM FOR COMPLAINTS OF DISCRIMINATION
OR NON-COMPLIANCE WITH FEDERAL OR STATE REGULATIONS
REQUIRING NON-DISCRIMINATION

Date(s) of incident: _____

Person(s) involved: _____

Describe the incident or occurrence as accurately as possible:
(Attach additional sheets if necessary)

State the law, policy, or regulation violated, if known:

Specify the relief being sought:

Signature _____ Today's date _____

Address _____

Phone Number _____

If Student, Name _____ Grade Level _____

GRIEVANCE DOCUMENTATION: FINDINGS AND RECOMMENDATIONS

Name of Individual Alleging Discrimination or Non-Compliance

Name _____

Date formal grievance was filed _____

Attach a copy of the grievance.

Hearing Committee Findings and Recommendations:

- 1) State the validity of the grievance or complaint;
- 2) whether the grievant was indeed wronged and if so, to what degree;
- 3) statement as to the appropriateness of the relief sought by the grievant

Signature of Affirmative Action Officer
or of §504 Coordinator _____

(date)

Disposition of the Grievance: The Affirmative Action Officer or §504 Coordinator shall submit committee findings and recommendations to the Superintendent for final action within five days of the close of the hearing. In the event the Superintendent is indicated in the Committee's proceedings, the Committee's findings, without recommendations, shall be forwarded to the President of the Board of Regents.

The Superintendent shall render a written decision within twenty-five (25) days of receipt of the Hearing Committee recommendations. The decision shall be mailed by ordinary mail or delivered to the Hearing Committee members, and to both parties to the grievance and their advisors.

SECTION 504 STUDENT AND PARENTAL RIGHTS

The Iowa Braille School does not discriminate in its educational programs and activities on the basis of a student's disability. It has been determined that your child has a qualifying disability for which accommodations may need to be made to meet his or her individual needs as adequately as the needs of other students. As a parent, you have the right to the following:

- participation of your child in school programs and activities, including extracurricular programs and activities, to the maximum extent appropriate, free of discrimination based upon the student's disability and at the same level as students without disabilities;
- receipt of free educational services to the extent they are provided students without disabilities;
- receipt of information about your child and your child's educational programs and activities in your native language;
- notice of identification of your child as having a qualifying disability for which accommodations may need to be made and notice prior to evaluation and placement of your child and right to periodically request a re-evaluation of your child;
- inspect and review your child's educational records including a right to copy those records for a reasonable fee; you also have a right to ask the school to amend your child's educational records if you feel the information in the records is misleading or inaccurate; should the school refuse to amend the records, you have a right to a hearing and to place an explanatory letter in your child's file explaining why you feel the records are misleading or inaccurate;
- hearing before an impartial hearing officer if you disagree with your child's evaluation or placement; you have a right to counsel at the hearing and have the decision of the impartial hearing officer reviewed.

Inquiries concerning the school's compliance with the regulations implementing Title VI, Title IX, the IDEA, the American's with Disabilities Act (ADA), § 504 or Iowa Code §280.3 should be directed to:

Superintendent
Iowa Braille School
1002 G Avenue
Vinton, IA 52349
319/472-5221

OR

Director of Human Resources
Iowa Braille School
1002 G Avenue
Vinton, IA 52349
319/472-5221,ext. 1226

who have been designated by the school to coordinate the school's efforts to comply with the regulations implementing Title VI, Title IX, the ADA, § 504 and Iowa Code 280.3.

IMPARTIAL HEARING PROCEDURE

Hearings under this procedure are available with respect to actions regarding the identification, evaluation, or educational placement of persons who, because of handicap need, or are believed to need, special instruction or related services.

1. A hearing is requested by filing a written request with either of the §504 Coordinators.
2. The §504 Coordinator will arrange for a hearing officer.
3. Either the §504 Coordinator or the hearing officer shall give notice of the time and place of the hearing at least 10 calendar days in advance of the hearing.
4. The student's parent or guardian shall have the right to participate in the hearing and all parties shall have the right to be represented by counsel, at their own expense.
5. A request for continuance may be made by either party to the hearing officer.
6. At least seven calendar days before the hearing, the hearing officer shall hold a telephone conference with the parties, and their counsel or representatives, to clarify issues, discuss procedure and address any other matters relevant to the hearing.
7. At least five calendar days before the hearing, each party shall provide to the other party a copy of the exhibits they intend to use at the hearing and a list of witnesses they intend to call.
8. The hearing shall be closed to the public unless a written waiver is signed by the parent or guardian of the student involved.
9. The hearing shall be an informal rather than formal judicial procedure. The party requesting the hearing shall proceed first. Both parties shall have the right to present evidence and argument on all issues involved and to challenge and cross-examine any statement made by others and to present evidence in rebuttal.
10. The hearing shall be recorded by either mechanized means or by certified court reporter.
11. The hearing officer's decision shall be based upon substantial evidence which is such evidence a reasonable mind would find adequate to reach the decision made.
12. The parties or their representatives shall not communicate directly or indirectly in connection with any issue of fact or law with the hearing officer except upon notice and opportunity for all parties to participate.
13. The decision of the hearing officer shall be in writing and shall be mailed to all parties, or their counsel or representative within 15 calendar days following the close of the record.
14. Either party who is aggrieved by the decision of the hearing officer shall have a right to seek review of that decision to the Board of Regents by giving written notice to the Executive Director of the Board within seven calendar days of the date of the hearing officer decision is issued.
15. The Executive Director shall docket the request for review for consideration by the Board as soon as practicable. The Board may, in its discretion, grant or deny the request for review. If the Board grants the request for review on the merits, it shall then determine in its sole discretion whether or not to hold a further hearing and otherwise specify the procedure to be followed. The Executive Director shall promptly notify the person requesting review and the school in writing of the Board's decision.
16. The decision of the Board is final and judicial review as permitted by law may then follow.

**MINORITY AND WOMEN EDUCATORS
ENHANCEMENT PROGRAM**

The University of Iowa

**Annual Report
2016-2017**

**BOARD OF REGENTS,
STATE OF IOWA**

Submitted by
Lena Hill
Interim Chief Diversity Officer
and Associate Vice President

Office of the Executive Vice President and Provost
The University of Iowa

MINORITY AND WOMEN EDUCATORS ENHANCEMENT PROGRAM

**The University of Iowa
2016-2017**

Introduction

The University of Iowa's strategic plan for 2016-2021 outlines a vision of commitment to the state, nation, and global community with a spirit of inclusiveness and collaboration. Diversity and inclusion are embedded throughout the plan's strategies, tasks, indicators, and metrics, and two of the fifteen strategies specify these efforts as essential to our mission. In addition to recruiting, retaining, mentoring, and supporting diverse faculty, staff, and students, the plan calls for creating a more inclusive campus culture.

This report describes several initiatives across campus striving to foster more diverse and inclusive learning and working environments during academic year 2016-2017.

National Coalition Building Institute (NCBI)

The National Coalition Building Institute (NCBI) is a nonprofit leadership training organization based outside of Washington, D.C. NCBI works through a coalition-building model to provide leadership training for inclusion and equity with the goal of eliminating all forms of prejudice throughout the world. The University of Iowa has been affiliated with NCBI since 2011, and since that time has reached over 2,700 faculty, staff, students, and community members through ongoing workshops. Additionally, 120 faculty, staff, and students have attended additional train-the-trainer workshops, allowing them to join our campus team; 6 individuals joined the training team last year and 40 trainers are currently active. These individuals are taught effective leadership skills in the areas of prejudice reduction, violence prevention, conflict resolution, and coalition building so that they can serve as a resource for diversity and inclusion on campus.

In 2016-17, UI's NCBI affiliate held 20 total workshops, including Leadership for Equity & Inclusion (full day), Conflict & Controversial Issues (half day), and The Art of Building Effective Relationships Across Group Lines (half day). A total of 409 faculty, staff, students, and community members attended these workshops. Feedback from participants' pre- and post-evaluations continues to be overwhelmingly positive, with increases in each item asked pre- and post-workshop, most notably in two items addressing motivation and confidence for addressing hurtful behavior.

Diversity Opportunity Programs

In 1999, the Office of the Provost established a program to aid collegiate efforts to recruit and retain faculty from underrepresented communities, with an emphasis on recruiting faculty of color. This program, now called the Faculty Diversity Opportunity Program, has been an important tool for reaching the university's diversity goals and thereby enhancing

the excellence of the University of Iowa. The program is administered by the chief diversity officer and associate vice president (CDO), who works with collegiate deans to identify potential faculty hires who would add to the diversity of the UI faculty. Mentoring and retention follow-up plans remain critical components of FDOP funding requests. The CDO, working in close collaboration with the associate provost for faculty, collegiate deans, and others, coordinates a central effort to recruit and retain minority faculty.

For fiscal year 2017, the Office of the Provost budgeted FDOP funds totaling \$2,050,598 for partial salaries and other resources supporting 30 faculty members. These positions are in the University Library and the Colleges of Education, Engineering, Law, Liberal Arts and Sciences, Nursing, Pharmacy, and Public Health. Since 1999, FDOP has been used to support 143 diversity hires to the UI campus. When appropriate, FDOP funding has been successfully used to support the research of post-doctoral fellows as a means of increasing the pipeline to the professorate. The Faculty Diversity Opportunity Program has proven to be an important incentive to colleges and departments to identify and recruit faculty from underrepresented communities and has contributed significantly to the increased representation of faculty from underrepresented communities in the eighteen-year period ending 2017.

The Staff Diversity Opportunity Program promotes employment of minorities and women in Professional and Scientific (P&S) classifications exhibiting underrepresentation. Administered through University Human Resources, SDOP allows opportunity for the development of talent through apprenticeships, internships, pipeline positions, and other hires that enable the university to bring on board high potential, diverse candidates who do not fill a specific, immediate need, as well as for development opportunities to increase the new employee's skill, knowledge, abilities, and likelihood of a successful candidacy for future P&S vacancies. During fiscal year 2017, the salaries of three P&S staff members were supported by SDOP funding.

Recruitment Ambassadors Program

The Recruitment Ambassadors Program, jointly sponsored by University Human Resources and the Office of Equal Opportunity and Diversity, supports the university's strategic goals for increasing the diversity of the faculty and staff. Recruitment ambassadors are current or former faculty and staff members who volunteer to help recruit diverse prospective employees by providing first-hand information about the University of Iowa campus and the Iowa City/Coralville community.

Collegiate Diversity Group

The executive vice president and provost, through the chief diversity officer and associate vice president, has organized the colleges, through the deans, to address diversity issues, including recruitment and retention of underrepresented minorities and women faculty. The purpose of the Collegiate Diversity Group is to share information, assess the status of and concerns arising from the colleges' diversity efforts, identify and develop resources for collegiate diversity, and bring to the attention of the deans those issues in need of policy development or resolution across colleges. Meetings of the Collegiate Diversity Group

have focused on undergraduate and graduate/professional student outreach, recruitment, retention; admissions and financial aid issues; and the recruitment and retention of underrepresented minority faculty. The chairs of the university's Charter Committee on Diversity serve as *ex officio* members. Consideration of diversity issues in the collegiate academic environment, curricula, and programming are also important foci of the Associate Deans for Academic Programs group convened by the associate provost for undergraduate education.

Minority and Women Faculty Development

In collaboration with campus leadership and the Chief Diversity Office, the Office of the Provost developed numerous initiatives in AY18 to support the increased recruitment and retention of underrepresented minority faculty and women.

- **Work/Life Resources:** In partnership with UI Human Resources, the Office of the Provost launched the “Build a Career | Build a Life” initiative, including the development a work/life resources website (<https://worklife.uiowa.edu/>). The website provides one-stop access to multiple campus and community resources, including work/life policies and resources, relocation and housing, dual-career employment, diversity and inclusion, children and family resources, transportation, health and wellbeing, military and veteran families, adult and elder care, arts, culture and entertainment, and recreation. The companion [Build a Career | Build a Life](#) flyer is available online and is distributed to prospective applicants via job ads and included in candidate packets to communicate the University's commitment to work/life balance.
- **Higher Education Recruitment Consortium (HERC):** UI collaborated with ISU and UNI to form a regional affiliate of the nationally acclaimed Higher Education Recruitment Consortium (HERC), which launched in September 2016. HERC is a non-profit consortium of over 700 colleges, universities, hospitals, research labs, government agencies, and related non- and for-profit organizations committed to hiring the most diverse and talented faculty, staff, and executives. HERC offers one of the region's largest job boards, designed to attract highly trained and diverse applicants and featuring an innovative dual-career search capability. HERC members also have access to more than 88,000 registered job seekers, 65 percent of whom have graduate degrees and about one-third of whom identify as minorities. Additional benefits include discounts with human resource and advertising vendors and access to nationally endorsed professional development webinars.

The University of Iowa is the lead institution in the Central Midwest HERC, responsible for recruiting new member institutions, developing a robust regional network, convening a member-driven advisory board, and hosting a regional annual conference for higher education institutions and community partners to share best practices. To date, 21 higher education and community employers belong to the regional affiliate.

- **Faculty Search Committee Practices to Advance Equity:** The Office of the Provost continues to offer presentations to address unconscious bias in the faculty search process. All faculty search committees are strongly encouraged to participate in a workshop led by the assistant provost for faculty. Over the past year, a compendium of resources and best practices has been developed and published as the [Faculty Search Committee Practices to Advance Equity](#) guide, which is available to search committees and distributed during presentations and workshops. In 2018, the Office of the Provost will partner with University Human Resources to explore adapting the guide to support staff search processes as well.
- **Parental Leave Survey:** In Spring 2016, the Office of the Provost worked with the Council on the Status of Women to develop a survey about the experiences and perceptions of parental leave among faculty and staff at the University of Iowa. Over 2,500 individual responded to the survey and a [final report](#) published in March 2017 summarized the survey results and offered recommended changes at the university level.
- **National Center for Faculty Development and Diversity:** The Office of the Provost and the Chief Diversity Office continue to co-sponsor an institutional membership in the National Center for Faculty Development and Diversity (NCFDD), an independent faculty development organization dedicated to supporting faculty throughout the pipeline from graduate student to full professor. Institutional membership offers numerous benefits to UI faculty members, including a monthly e-newsletter, access to monthly webinars, a private online networking forum, moderated monthly writing challenges, and the option to be matched with an accountability faculty partner to establish and meet individual writing goals. UI's institutional membership in the NCFDD provides early career faculty members and graduate students considering the professoriate access to high-quality professional development programs led by national experts in an efficient and cost-effective manner.
- **Faculty Development – Early Career:** The Office of the Provost, through the associate provost for faculty, sponsors faculty development programs for early-career faculty members. These programs include a new faculty orientation and seminars on promotion and tenure. The Office of the Provost sponsors both formal and informal events throughout the year to enhance networking among early-career faculty members and to introduce them to UI administrators. These events include the President and Provost New Faculty Welcome Reception and the New Faculty Breakfast with the Provost. Additionally, the office publishes and widely distributes a comprehensive [calendar of faculty development programs](#) offered by numerous offices across campus (e.g., Office of Vice President for Research, Office of Student Success, Center for Teaching) to provide easy access to the rich and varied programs available on campus to advance faculty excellence. Early career faculty members receive further support via the Center for Teaching's multiple programs, including the Early Career Instructor Program.

- **Faculty Development – DEO Leadership Development Program:** In AY15-16, the Office of the Provost collaborated with University Human Resources to launch the DEO Leadership Development Program. To date, 42 DEOs and other faculty administrators have participated in the program. In addition to a variety of leadership topics, the program contains a session addressing the department chairs' role in leading diversity, equity, and inclusion initiatives.
- **Faculty Development – Associate Professors:** In AY17-18, the Office of the Provost is conducting a project to survey and address issues particularly facing associate professors. Research indicates that advancing from associate professor to full professor can be particularly challenging for women and underrepresented U.S. minority faculty. The office will conduct a survey and follow-up focus groups to understand the particular challenges faced by associate professors at the UI and create plans to address those challenges.
- **Employee Constituency Councils:** The Chief Diversity Office provides support for several faculty and staff affinity groups, including the African American Council, the Council on Disability Awareness, the Council on the Status of Women, the Latino Council, the Native American Council, and the LGBTQ Staff and Faculty Association.

Diverse Visiting Faculty and Speakers

The executive vice president and provost, through the chief diversity officer and associate vice president, provides financial support for efforts to bring underrepresented minority persons as visiting faculty and speakers to campus.

Workshops and Programs on Diversity

The university, through the chief diversity officer and associate vice president, regularly supports events that enhance dialogue and sensitivity about diversity issues. The Office of Equal Opportunity and Diversity, University Human Resources, the Council on the Status of Women, and the Charter Committee on Diversity partner with other units to conduct university, collegiate, and departmental faculty and staff workshops and other programming designed to enhance the university's recruitment and retention of underrepresented minority and women faculty.

In Fall 2015, the Chief Diversity Office and the Office of the Provost launched the Building University of Iowa Leadership for Diversity (BUILD) certificate series, which has been very well-received. In its first two years, trainers hosted over 70 workshops reaching 694 faculty, staff, and graduate students with participants taking an average of 3.6 workshops. 179 individuals have earned their BUILD certificate, which requires a minimum of 13 training hours. Feedback has been tremendously positive: 95% of participants reported learning something new in the course they attended, and 96% indicated they would recommend courses to a colleague.

The Chief Diversity Office and the Office of the Provost have continued their ongoing collaboration to provide workshops on unconscious bias that focus on the impact of bias in the search and hiring processes, and evidence-based strategies for minimizing the impact of bias in recruitment, retention, and development. This training is available through the BUILD initiative and upon request by departments.

The UI Disability Planning and Action Committee, with representation by key University of Iowa leaders and chaired by the chief diversity officer and associate vice president, furthers the work presented at the annual Iowa Regents Institutions Disability Summit and provides leadership and coordination for efforts to build a campus environment that welcomes individuals with disabilities.

Staff from the Chief Diversity Office and Equal Opportunity and Diversity offer courses on diversity as part of two ongoing leadership series offered for staff through Learning and Development: a 2.5-hour session entitled Developing and Leading a Diverse Team through the Supervising @ Iowa series and a three-hour session entitled Emotional Intelligence and Diversity through the Advanced Management Series. Both series are offered one to two times per academic year.

The University of Iowa continues to partner with the National Center for Faculty Development & Diversity (NCFDD) to provide institutional membership for all UI campus members, which includes access to resources on mentoring, creating communities of inclusion, achieving tenure, writing productivity, and more.

The university partnered with the Iowa Network for Women in Higher Education (IOWAWHE) to continue the Women's Leadership Initiative to create a community of support and empowerment for women leaders at all levels in higher education. This series, developed by women leaders for women leaders, will continue into future years and includes ongoing dialogue about topics impacting leadership. Each session is filmed and posted on the Chief Diversity Office website with a discussion guide.

In 2016-2017, the Chief Diversity partnered with the Iowa City Downtown District, UI Tippie College of Business, UI Office of Outreach and Engagement, City of Iowa City, Iowa City Chamber of Commerce, and UI Student Government to launch the first Iowa City (I.C.) Better Bridges Institute. This was a day-and-a-half event designed for business owners and managers to learn more about identity, bias, and strategies for inclusive customer service. Twenty participants spent the first day in a National Coalition Building Institute (NCBI) training session on Leadership for Equity & Inclusion conducted by members of the UI NCBI affiliate. The second day was a discussion-based review of implicit bias, microaggressions, and case studies related to customer service. Each participant also received a "Diversity and Inclusion" toolkit booklet and will have the chance to apply for a micro grant to support diversity and inclusion initiatives at their organizations.

Exploring White Identity is a new initiative in direct response to the feedback received from the BUILD class A Closer Look at Race in America. During this course, participants

discussed several racial identities, including White identity. Feedback from this class has repeatedly requested more time and opportunity to discuss White identity. This initiative was a collaboration with various campus partners including the Tippie College of Business, Center for Diversity and Enrichment, Women's Resource and Action Center, School of Social Work, Rape Victim Advocacy Program, Carver College of Medicine, Academic Support, University of Iowa Student Government, Retention, and the Department of Religious Studies. The committee of campus partners led the discussion around White identity and allyship. Three separate sessions were held: one for the Iowa City community, one for University of Iowa students, and one for faculty and staff. Over 100 people attended the sessions and provided overall positive evaluation results.

Celebration of Excellence and Achievement Among Women

The Chief Diversity Office and other central administration units sponsor the Celebration of Excellence and Achievement Among Women, an annual tribute to the many outstanding contributions of all women at the University of Iowa. This event began in 1982 when the university community gathered to award the Jane A. Weiss Memorial Dissertation Scholarship. The event has evolved over the years to recognize outstanding scholarship, research, service, leadership, and activism among undergraduate and graduate/professional students, staff, and faculty women. The celebration now includes the awarding of the May Brodbeck Distinguished Achievement Award for Faculty, the Susan C. Buckley Distinguished Achievement Award for Staff, the Jean Y. Jew Women's Rights Award, the Adele Kimm Scholarship, the Kristin K. Lippke Memorial Scholarship, the Adah Johnson/Otilia Maria Fernandez Women's Studies Scholarship, the Margaret P. Benson Memorial Scholarship, and the Wynonna G. Hubbard Scholarship.

Diversity Catalyst Award and Diversity Catalyst Seed Grant

The Chief Diversity Office sponsors several reward and recognition programs supporting diversity and inclusion, including the Diversity Catalyst Award and the Diversity Catalyst Seed Grant Program. The Diversity Catalyst Award annually recognizes faculty, staff, students, student organizations, and units for their distinctive and innovative diversity contributions at the university. Award recipients are recognized at a spring reception and receive a cash prize.

The Diversity Catalyst Seed Grants are targeted towards creative projects that will have an immediate impact on reaching the diversity goals of the university's strategic plan. Projects that advance cross-cultural understanding, strengthen positive inter-group relations, and promote a welcoming learning, living, and working environment are given preference by the selection committee. Additional information about Diversity Catalyst Award recipients and seed grant winners can be found in the Annual Equal Employment Opportunity and Affirmative Action Workforce Report to the Board of Regents.

Support for Underrepresented Graduate and Undergraduate Students

Several University of Iowa programs aim to increase the representation of minorities and women among future faculty through student recruitment and support of students in the academic pipeline to complete their graduate degrees and perhaps enter the professoriate.

Since 1986, the University of Iowa Graduate College has annually held the Summer Research Opportunities Program (SROP) to recruit, support, and assist talented underrepresented undergraduate students interested in pursuing graduate studies and possibly collegiate faculty careers. SROP is an award-winning program designed to provide participants with in-depth research experiences and prepare them to pursue graduate work. Students are paired with faculty mentors whose work is closely related to the students' interests and career goals in biological sciences, engineering, humanities, mathematics, physical sciences, or social sciences. Each student plays an active role in identifying an area of study and a faculty mentor. The program encourages students to explore research opportunities at UI that can lead to doctoral degrees.

The Graduate College Iowa Recruitment Fellowship program promotes recruitment of outstanding students who are underrepresented in their graduate disciplines (e.g., racial/ethnic, gender, first generation, and socioeconomically disadvantaged) and are nominated by their graduate programs. The program enhances departmental recruitment packages by offering UI's most accomplished new doctoral students a stipend supplement for up to five years and fellowship support for up to four summer terms. Tuition scholarships are paid during the academic year by the appointing unit, while the Graduate College provides up to two semester hours of tuition and benefits for the summer terms.

Additional funding opportunities for underrepresented populations include the ACT Scholarship and the Graduate Diversity Scholarships.

The Office of Graduate Inclusion (OGI) works closely with all of the programs described above and reaches out to all underrepresented graduate students across campus. OGI is committed to creating, supporting, and encouraging diversity in the graduate student body as it enhances the intellectual and cultural experience of the entire academic community. OGI works collaboratively with other offices to bring underrepresented undergraduate students and graduate students together to learn about the graduate experience and support goals to pursue graduate studies. OGI seeks to create a space and community where students can safely share their particular strategies and concerns regarding the challenges and successes of undertaking graduate educational programs.

Diversity and outreach efforts have continued to increase the visibility, reputation, and reach of the College of Engineering. Outreach, Admissions, Scholarship and Inclusion Services (OASIS) team members have engaged a variety of groups on campus, across the state of Iowa, in the Midwest, and nationally. Collaborations of students, faculty, and staff continue to create an inclusive environment within science, technology, engineering and mathematics (STEM) programs. The associate dean for diversity and outreach leads efforts to engage faculty in broader impacts for research proposals.

In support of the College of Engineering's robust research enterprise, OASIS team members have collaborated with faculty and staff to develop new outreach modules, refine presentations for K-12 students, connect investigators with campus and community partners, and provide collegiate and institutional data requested by federal agencies. OASIS supports activities that enhance faculty, departmental, and research center-led

programs making positive contributions to society (i.e., the “broader impacts” of research) by advancing the STEM workforce as well as informing and inspiring the general public. The paper “Engagement in Practice: Increasing the Researcher/Inclusion Staff Collaboration Culture for Inspiration of Diverse Learners in Science Technology Engineering and Mathematics (STEM)” was presented at the American Society for Engineering Education 2017 Annual Meeting in Columbus, Ohio.

OASIS supports the success of students at key transition points through their academic careers and into professional careers through programs such as Transfer Student Visit Days, engineering preview events, Iowa Edge, GEM GRAD Lab, and other networking events. The “Engineering: A Step Ahead” program serves new international students, transfer students, underrepresented minority students, and select other first-year students. Diversity student organizations including the Society of Women Engineers (SWE), Out in Science Technology Engineering and Mathematics (oSTEM), the National Society of Black Engineers (NSBE), and the Society of Hispanic Professional Engineers (SHPE) had growing memberships and a robust menu of activities and programs to build and nourish constituents and allies.

The Ethnic Inclusion Effort for Iowa Engineering (|eI|2) supports students’ professional development and departments’ recruitment of diverse graduate students at a variety of national and regional venues. Highlights for the year include diversity networking receptions that hosted over 80 participants, two showings of the movie “Hidden Figures” for the UI campus and community with a student panel and STEM outreach demonstrations, and travel assistance to UI members of SHPE and the NSBE to attend professional conferences.

Ethnic Inclusion and outreach activities for K-12 students and teachers included support of the SWE High School Conference, SHPE’s Noche de Ciencias, the Multi-Ethnic Engineering and Science Association (MESA) Tutoring Program, NSBE’s Black Girls Do Science, and the American Institute of Chemical Engineers (AIChE) Halloween and Earth Day camp events. Project Lead the Way for K-12 students was selected for the STEM Scale-up Programs by the Governor’s STEM Advisory Council. This year, the college sponsored eastern Iowa’s first Girls Who Code club, with 14 participants from 5th to 12th grades. As part of the “Our Lives Online” theme semester sponsored by UI Outreach and Engagement, the associate dean for diversity and outreach presented public lectures in Iowa City and Des Moines, including a panel of UI women in technology.

The College of Public Health has sponsored several programs and initiatives to foster diversity and inclusion, including film screenings, workshops, events for students of color and for LGBTQ students and allies in the health sciences, a conference on culturally responsive health care, a webinar on Native American culture and healing practices, and scholarships for students from underrepresented groups. Diversity has been added as a link to the college’s home page.

Carver College of Medicine’s (CCOM) newly-funded Summer Health Professions Education Program (SHPEP) welcomed its first cohort of 80 undergraduate students to

campus in Summer 2017. SHPEP is a free summer enrichment program focused on improving access to information and resources for college students interested in the health professions. The program's goal is to strengthen the academic proficiency and career development of students underrepresented in the health professions and prepare them for a successful application and matriculation to health professions schools.

PREP@Iowa, funded by the National Institutes of Health, is a post-baccalaureate training program that supports the CCOM's goal of advancing inclusive excellence by identifying, recruiting, and preparing individuals from populations traditionally underrepresented in the biomedical sciences who aspire to PhD or MD/PhD programs. The program launched in June 2016 with a cohort of five PREP scholars who completed the program in June 2017. Four of the five scholars in the first cohort received multiple interview offers (including the University of Iowa) for PhD programs and matriculated into PhD programs in Fall 2017, and one scholar was offered a second year in the PREP program. The second cohort of five scholars began the program in June 2017.

Staff in the Office of Cultural Affairs & Diversity Initiatives facilitated 46 diversity training/educational sessions to a total of 1,170 participants throughout the CCOM and UI Health Care in fiscal year 2017.

The Iowa Biosciences Academy program (IBA) was established in 1999 for underrepresented undergraduate students interested in pursuing a Ph.D. in the biomedical, behavioral, and biophysical sciences. The students receive mentorship, research experience, and professional development from faculty in the College of Liberal Arts and Sciences, the College of Engineering, the Graduate College, the College of Nursing, the College of Pharmacy, the College of Dentistry, the College of Education, the Carver College of Medicine, and the College of Public Health throughout their undergraduate years. The program receives other support and services from the Office of the Vice President for Research and Economic Development, the Office of Equal Opportunity and Diversity, the Graduate College, and the Office of the Provost. IBA has been continuously funded by the National Institutes of Health (NIH) through the Division of Training, Workforce Development, and Diversity (TWD).

The Office of the Vice President for Research and Economic Development (OVPRED) supports the IBA, as noted above, as well as other programs to increase the number of underrepresented minority students in STEM fields and diversity the pipeline: the National Science Foundation-funded Louis Stokes Alliance for Minority Participation program and, through OVPRED's Strategic Research Leadership Program, a group of faculty to develop a STEM Collaborative for Outreach and Research in Education (STEM CORE). OVPRED's Obermann Center sponsors several projects and working groups to promote collaboration around diversity and inclusion on campus and beyond, including Circulating Cultures, Comparative Ethnic Studies, Place-Based Inclusion, Scholarship of Public Engagement, and Social Justice in K-12 Educational Contexts.

University of Iowa Health Care

In fiscal year 2017, over 37,000 students from 76 counties across Iowa engaged in UI Health Care STEM Education programs, including nearly 21,000 students who engaged in *A Wealth of Health from Iowa to the World* exhibit featured in the UI Mobile Museum. 68% of STEM Education program participants self-identified as female, one-third self-identified as living in a rural community, and one-third self-identified as underserved or underrepresented.

The UI Health Care Culturally Responsive Health Care Award was established in 2016. This annual award honors the extraordinary efforts that an individual or group has made to consciously practice culturally responsive health care and to stress the importance of inclusive excellence and its impact on our patients, families, and coworkers. The annual multi-disciplinary Culturally Responsive Health Care in Iowa conference, launched in 2014, is co-sponsored by University of Iowa Health Care, the Carver College of Medicine, and the Colleges of Dentistry, Nursing, Pharmacy, and Public Health. The conference draws health care professionals from throughout the state as well as from Illinois and Wisconsin; attendees receive continuing education credit. The conference supports UI Health Care's goal of providing a range of diversity education, cultural enrichment, and acclimation programs for members of the UI Health Care community to foster culturally sensitive and responsive health care to increasingly diverse patient populations.

Since 2012, University of Iowa Health Care has been designated each year as a Leader in LGBT Healthcare Equality by the Human Rights Campaign, the nation's largest LGBT civil rights organization, in recognition of its commitment to LGBT patient-centered care.

University of Iowa Health Care acquired CultureVision (CV) in 2014, a comprehensive database of information about more than 50 ethnic and cultural groups across 12 clinical and non-clinical areas, including Concept of Health/Beliefs, Diet and Nutrition, Religion and Spirituality, Language and Communication, Death and Dying, Family and Social Issues, and Treatment Issues. After 3 ½ years, CV continues to be heavily used, averaging over 17,000 hits per quarter by students, trainees, staff, nurses, and clinicians in fiscal year 2017.

Salary Equity

The Office of the Provost conducted a campus-wide study of salary equity between female and male faculty in 2016. Results indicated that there was no systematic difference between the salaries of these two faculty cohorts when controlling for other relevant factors across most campus units. However, there were some individual faculty members, both men and women, who did have salary levels significantly lower than expected given other relevant factors. The Office of the Provost worked with the collegiate dean offices to determine whether or not there were satisfactory reasons for these lower than expected salaries.

The Office of Equal Opportunity and Diversity and the Department of Human Resources jointly conduct an annual review of the salaries of non-organized Professional and Scientific (non-organized) staff to ensure that the university's compensation procedures

and practices are applied uniformly and consistently to each employee, regardless of sex or racial/ethnic minority status. The analyses include employing unit, length of employment at the university, and length of employment within the job classification. When salary differences are not explained by these factors, employing units are given the opportunity to provide explanations for the salary differences. If legitimate, non-discriminatory explanations are not provided, salary adjustments for the affected individuals are recommended.

Dual Career Services

In 1994, the University of Iowa established Dual Career Services (formerly the Dual Career Network), a program designed to assist the accompanying partners of new university faculty or staff members in locating and securing employment. Services include professional job search and career guidance, resume/CV and cover letter writing assistance, interviewing assistance, utilizing social media in the job search, up-to-date information about the local market and demographics, access to job openings with the university and other local employers, and introduction to local groups for networking. Dual Career Services has been successfully involved in helping to recruit and retain diverse faculty hires. As of August 2016, Dual Career Services joined the Central Midwest HERC (Higher Education Recruitment Consortium) to allow diverse dual career job seekers from across the US to access job listings and support services that meet the needs of both partners.

Women in Science and Engineering (WiSE)

Women in Science and Engineering (WiSE) celebrated 23 years of supporting the success and retention of women as students in STEM departments this year, providing leadership for campus-wide and outreach programs, collaborating with a variety of departments, offering academic and social networking opportunities, and growing participation in the Be-WiSE Living Learning Community. WiSE Recruitment and Outreach was awarded the Southeast Iowa STEM Hub Innovation Fund for the WiSE Femineers, making the University of Iowa the first university affiliate for Femineers outside of California. The WiSE Extravaganza has been brought back, an Environmental STEM Camp was offered in collaboration with the Belin-Blank Center Junior Scholars Institute to 20 girls in 6th-8th grades, and a WiSE professional advisory board was established.

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The University of Iowa continues to work towards its primary goals of achieving educational excellence through diversity; promoting a supportive and welcoming environment for all faculty, staff, and students; and recruiting and retaining a critical mass of faculty, staff, and students from communities underrepresented in higher education.

Annual Report on Regents Minority and Women Educators Enhancement Program

Iowa State University January 2018

Iowa State University strives to support key programs to cultivate the hiring, retention, mentoring, satisfaction, advancement, promotion, and leadership of underrepresented minority and women educators, and the following list details a representative group of those offerings. Note that while this list of institutional, key programming is broad, the list is not all inclusive (e.g., many academic colleges, departments, and vice-presidential units have developed local programming to support underrepresented minority and women educators, in addition).

1. **Emerging Leaders Academy.** The Office of the Senior Vice President and Provost (SVPP) continues to support its leadership development program, the Emerging Leaders Academy, in place since January 2009. The program aims to develop depth of leadership skills among faculty and staff, as well as to diversify the potential pool of leadership candidates at ISU. Underrepresented and women faculty and staff are especially encouraged to apply. Presently, over 180 faculty and staff have been trained in leadership, teamwork, communication, fiscal responsibility, diversity, management and public accountability.
2. **ISU ADVANCE.** This is the university's flagship program dealing with faculty equity and diversity issues. ADVANCE has been able to develop initiatives, programming, and materials to address diversity among the faculty ranks in STEM fields at ISU. Since 2011, ADVANCE has broadened its scope beyond STEM to engage all faculty, with particular emphasis on the advancement of women and underrepresented faculty across all colleges. In 2013, the SVPP charged each academic college with appointing an Equity Advisor to provide training to faculty search committees and to develop programming in support of the needs of faculty in each college. Programming targeted by Equity Advisors centers around improving departmental climate, faculty promotion and retention and work-life balance. ADVANCE is also leading a Departmental Enhancement Program for departments that: 1) are preparing to undergo program review, 2) have just undergone a program review and are working to implement recommendations, or 3) are undergoing a leadership transition. The Departmental Enhancement Program pilot assists department faculty with identifying and addressing barriers to transparency within department culture. The university depends on the quality of the materials and programming that ADVANCE has produced to define diversity conversations among ISU faculty.
3. **COACHE Survey of Faculty Satisfaction.** The most recent COACHE survey was administered during AY2016-17. The goal is to survey all full-time faculty – regardless of appointment type or rank – every three to four years. We achieved excellent results

in the recent bi-annual COACHE survey of faculty climate, with 10 areas of strength, and no areas of concern identified as compared to our peer universities. The SVPP Office has been proactive and diligent with emphasis on fair faculty work-life policies, and on faculty professional development; the results of the survey reflect this.

4. **Women's and Diversity Grant Program.** Funds administered by the Vice President for Diversity and Inclusion (VPDI) Office support initiatives that enrich the experiences of women faculty, staff and students and people of color at ISU. Funded proposals are expected to target education, research, and outreach in order to positively impact and advance faculty, staff, and student women, minorities and under-represented groups at Iowa State University. For FY2017-18, 11 projects totaling \$50,000 were awarded to enhance gender equity and diversity initiatives.
5. **Diversifying the Faculty.** The SVPP Office continues to financially support the recruitment and retention of excellent faculty by specifically funding requests from colleges and departments for dual-career partner support and to support hires that diversify the faculty. Currently, over 230 faculty couples have been retained due to the support of this program.

The ADVANCE Equity Advisors, in collaboration with the Office of Equal Opportunity, further contribute to these efforts by providing training on inclusive faculty searches to department and college search committees.

6. **Mentoring.** The mentoring of faculty continues to be an important way for ISU to ensure that a diverse faculty succeeds at ISU. In addition to a one-on-one mentoring program that involves all first year faculty, the Provost supports college-level peer mentoring programs. A peer-mentoring program ensures that each college has appointed a senior faculty member to serve as a peer mentoring coordinator for the first-year faculty in the college. Programming throughout the semester on issues of mentoring, promotion, scholarship, and work-life management further builds a sense of community among the first-year cohort. The Provost's Office provides support for the New Faculty Scholars Program (in collaboration with the Center for Excellence in Learning and Teaching, CELT), and subscribes to a virtual-mentoring program through the *National Center for Faculty Development and Diversity (NCFDD)*. Institutional membership in the *NCFDD* allows all faculty, post-docs, and graduate students to participate in the virtual mentoring events and opportunities at no cost.
7. **Vice President for Diversity and Inclusion Council.** The VPDI Council provides insight and counsel to the vice president. Using the shared governance model of leadership, council members represent the interests of a diverse cross section of the Iowa State University community. The council meets monthly to discuss both national and local challenges, opportunities, and priorities for the university related to diversity, equity and inclusion. Chaired by the Vice President for Diversity and Inclusion, the Council assists with the design of new policies; improved recruitment and increased retention of students, faculty and staff; and the advancement of equity.

8. **Women's Leadership Consortium (WLC).** The WLC brings together the leaders of women's programs and services on the Iowa State University campus. The Consortium's mission is to facilitate coordination of programs and initiatives; to serve as a resource to administration; and to encourage the advancement of women into leadership positions. The WLC is supported by the VPDI Office.
9. **Iowa Network for Women in Higher Education (WHE).** The Associate Provost for Faculty works with the Iowa Network to encourage more women to consider leadership in higher education. The primary goal of the Iowa Network (affiliated with the American Council on Education) is to facilitate the development of women leaders in higher education, through conversations, collaborations, and mentoring across the state. IOWAWHE is committed to fostering diversity in higher education leadership with regard to race, gender, ethnicity, sexual orientation, and physical ability. IOWAWHE offers a women's leadership conference each spring at one of the institutions of higher education in the state. ISU continues to play an important role in the leadership of the Iowa Network.
10. **Child Care Resources.** This unit within University Human Resources supports Iowa State University families by linking them with professional programs and services that can help meet their child care needs. The university childcare consultant is available to assist families in accessing on campus and community-based services. The university supports two child care centers located on campus, University Community Childcare in Pammel Court and the University Child Care Center at Veterinary Medicine. In addition to these full-time programs, the university supports several other childcare initiatives including care for mildly ill children, part-time childcare for student families, and a family child care infant network.
11. **Faculty and Staff Associations.** The University continues to support the development and growth of several Faculty and Staff Associations (FSA) and the FSA Council, a collective of leaders from each of the FSAs. FSAs include the American Indian Faculty & Staff Council, Asian American and Pacific Islander Faculty & Staff Association, Black Faculty & Staff Association, Colegas (the Latino Faculty and Staff Association, Jewish Faculty and Staff Association, and LGBTQA+ Faculty & Staff Association. FSAs are designed to cultivate and connect Iowa State's diverse faculty and staff populations to each other and with the greater university community. These groups support recruitment and retention by addressing social and professional components essential to an enhanced quality of life for faculty and staff from underrepresented communities. FSAs align with the university's strategic goals by positively impacting the ongoing effort to create and support a more inclusive campus community. All FSAs are supported by the VPDI Office.
12. **University Committee on Women (UCW).** The University Committee on Women (UCW) is a diverse group of women from across the Iowa State University campus that promotes a university climate that fosters the full participation of women faculty, staff and students. UCW is an active and involved network that responds to women's issues including monitoring and improving the number of women in leadership

positions at ISU, with special attention to the need for more women department chairs, and also continuing work to improve the climate on campus for women students, staff and faculty. Key responsibilities of the UCW are to advise university administration on issues affecting women and assist in the development of policies and practices that promote the equitable participation and treatment of women employees and students. The VPDI Office supports the work of the UCW.

13. **Strengthening the Professoriate at ISU (SP@ISU).** *Strengthening the Professoriate at ISU* allows ISU to continue efforts to strengthen and diversify faculty and senior scholars by building on good diversity programs around the campus as well as strong policies and central support. The long-term goal is to develop a diverse faculty who integrate their broader impacts efforts with their research enterprise. The program is a collaboration of the SVPP, the Graduate College, and the Vice President for Research. In particular, the SP@ISU collaboration with the Vice President for Research's Grants Hub is of significance in institutionalizing its role in broadening impacts.
14. **Martin Luther King, Jr. Advancing One Community Awards.** Each January the Iowa State University community observes the birthday of Dr. Martin Luther King, Jr. with a campus-wide celebration and the recognition of individuals and groups who have followed the principles of Dr. Martin Luther King, Jr. The Advancing One Community Awards, coordinated by the VPDI Office, recognize recipients' efforts to create an inclusive university community that embraces justice and equity.

January, 2018

TO: Board of Regents, State of Iowa

FROM: University of Northern Iowa

RE: Minority and Women Educators Enhancement Program

This past year, the allocation for the Minority and Women Educators Enhancement Program has been used to supplement a minority faculty line in the Department of Political Science. Each semester the faculty member teaches two sections of non-western cultures courses on Africa and an upper level political science class in the area of international relations or comparative politics. In addition, this professor typically teaches an overload section of the non-western cultures Africa course, either at UNI's Center for Urban Education or on-line. His research focuses on civil-military relations on the African continent, and in particular on regional cooperation to combat terrorism in West Africa. He has served as a consultant for DAI's (Development Alternatives, Inc.) Trans-Saharan Security Symposium, a multiyear U.S. Department of Defense training series supported by the U.S. Agency for International Development and U.S. Department of State's joint effort to build civil-military capacity and enhance regional security and cooperation. He has also served as a senior consultant to the Independent Electoral Commission of Nigeria and as a digital photographic consultant to the National Emergency Management Agency of Nigeria.

During 2016-2017 the University of Northern Iowa focused on two programs that will assist with, in one case, recruitment of minorities and women, and in the other case, with retention of those same populations. Continuing in fall 2016, all members of faculty search committees, representing 32 departments, were required to attend search training that included a significant component regarding implicit bias. This component highlighted best practices that minimize the effects of implicit bias in hiring practices. Over 100 faculty members attended this search training and it was received very well by those attending. UNI continues to encourage search committees to have a diverse pool of applicants and to seriously consider hiring qualified candidates. The second program was the continuation of three university-wide affinity groups that reached out to African American, Asian, and Hispanic faculty and staff members. The African American group continues after being established in 2014-2015, and the other groups are continuing after being established in 2015-2016. In 2016-2017 each group selected community building leaders and sponsored community building events, which included scheduled meetings and social gatherings. Sixty to eighty faculty members participated in six events that were scheduled (three per semester). Additionally, an all-inclusive group event was held in which all faculty and staff across the campus were invited to participate. The Provost's Administrative Fellow organized and oversaw these efforts. She utilized communication techniques and implemented activities learned through national diversity training efforts in order to strengthen community-building among these affinity groups. The continuation of the search training efforts and affinity group initiatives will hopefully prove to be successful in advancing UNI's overall recruitment and retention of diverse educators.

Diversity initiatives are continuing to be led by the Assistant to the President and Chief Diversity Officer and a new diversity administrative fellow from the faculty who will begin supporting UNI's efforts in January 2018.

The University of Northern Iowa's strategic plan continues to recognize the importance of diversity and Inclusion in our mission, vision, values and goals.